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ABSTRACT

Presented in this guide are the philosophy, evolution, structure, and implementation of a nongraded reading program which is organized on 23 sequential learning levels. The program concentrates on requirements in word analysis skills, comprehension skills, and study skills; and provides listings of suggested texts, supplementary materials, and evaluation tests. Readiness checklists (physical, social, emotional, and psychological), informal reading inventories, sample report cards, a letter for transfer students, and a brief discussion of parent-teacher conferences are included. (MF)

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AVON'S NONGRADED ELEMENTARY

and

MIDDLE SCHOOL

READING PROGRAM

TE 002 023

AVON PUBLIC SCHOOLS
AVON, CONN.

ED0 42776

PREFACE

This guide has been developed to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of nongradedness and its subsequent implementation.

Obviously, this document is not intended to be a blueprint for teacher performance; rather, it establishes the parameters within which the operation of a highly individualized process of instruction is to take place. It is a program that recognizes not only the individuality of the child but also of the teacher. No longer harnessed by the chains of tradition, the teacher is able to bring to bear the full capacity of her knowledge, imagination and professional posture.

All inquiries regarding Avon's Nongraded Program are to be directed to:

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PHILOSOPHY

The Avon Nongraded Program is designed to recognize the individual differences of children. Our plan provides a learning situation to meet these individual differences. In the nongraded program rigid grade lines are eliminated, enabling the child to acquire academic and social skills at his own rate of speed. This philosophy of the nongraded program is based on the following principles:

1. Each child is an individual with his own rate and pattern of growth and should be evaluated as such.
2. Children should be taught at the level at which they are, regardless of age or length of time that has been spent in school.
3. A feeling of success is essential for normal growth.
4. The child progresses from level to level with a feeling of achievement because levels are paced to him.
5. A pupil whose achievement approximates his ability has made satisfactory progress.
6. A child should not be forced to "mark time" until some of his peers reach his level of academic achievement or maturity; nor be required to learn material beyond his range of ability.
7. No child should be forced to repeat material that serves no useful learning purpose.

THE NATIONAL SEQUENCE OF CHANGE IN THE ELEMENTARY SCHOOL ORGANIZATION

1651 - First recorded, Dame School, New Haven, Connecticut.

1800's-Lancastrian or Monitorial System in use.

1836 - First graded reading texts - McGuffey Readers.

1843 - Graded system in elementary schools started in Quincy, Mass.

1868 - St. Louis Schools initiated frequent promotions and reclassifications.

1870 - First attacks on the graded system.

1888 - Pueblo Plan - encouraged individual progress - each pupil following a differentiated channel of a "multiple-track" system.

1890 - The Batavia Plan - special assistance to slow learners.

1893 - Six-six Plan for school organization proposed.

1896 - John Dewey established experimental school in Chicago.

1900's-Winnetka and Dalton Plans - used an individual task approach.

Platoon or Gary Plan - a highly organized departmental program.

1942 - Ungraded or Continuous Pupil Progress started in Milwaukee.

1950's-*Dual Progress Plan, Ossining, New York - Specialists teach math, science, music and art and one teacher for a long block of time for language arts and social studies.

***Team teaching, Lexington Mass., and Norwalk, Connecticut.**
***Multi-grade, Multi-age Plan - Grades 1,2,3 and grades 4,5,6 are placed together for instruction (Torrance, California).**

1960's-Greater movement away from the self-contained classroom.

1963 - Nongraded Primary - Avon, Connecticut.

1966 - Nongraded Intermediate I - Avon, Connecticut.

1967 - Nongraded Intermediate II and III and Equivalent grades 7 and 8. Avon, Connecticut.

1968 - Committee formed to work on plans to nongrade Avon Senior High School - Avon, Connecticut.

THE LOCAL PROCESS OF CHANGE
IN AN
ELEMENTARY SCHOOL ORGANIZATION

Fully aware of the educator's problem to provide a school situation geared to the individual needs and abilities of the child, the administration in the Fall of 1960 presented to the full staff the idea of the Nongraded Primary Plan. It was felt that through careful study by teachers and administration, a plan suitable for Avon could be developed. The Nongraded Primary Program was adopted in September, 1963, the scheduled date for occupancy of a new elementary school.

The Superintendent of Schools communicated with one of the outstanding authorities on Nongraded Primary structure.

Late in 1960, the principal was appointed for the new school which would use the Nongraded Primary Plan. Several interested teachers applied for positions in this program. Three staff members were chosen to begin research on the project under the direction of the building principal.

Investigations of existing plans in the state were made. Additional information was gathered from over fifty school systems from twenty-three states. Other material was compiled from schools visited and from numerous texts, articles and professional journals. The principal contacted several educators working with this type of program while attending the National Elementary School Principals' Convention in Atlantic City, New Jersey, in February, 1961.

The Board of Education in February, 1961, authorized a three-week summer research study on the Nongraded Primary Plan involving the staff already appointed. A Reading Supervisor was added to the Avon Elementary faculty for the first time. The Reading Supervisor worked in conjunction with the staff members to develop reading levels. The Superintendent of Schools continued his dialogue with the consultants regarding the development of Avon's Nongraded Program.

Upon the completion of this research study, a tentative plan for a nongraded primary unit in the new school building was formulated. The administrative staff received the research study and recommended that it be submitted to the Board of Education for consideration. The Avon Board of Education devoted its October 24, 1961, meeting to the presentation of the research study. At this time the research staff explained in detail the structure of the nongraded primary unit. Copies of the Avon Nongraded Primary Program were given to the members of the Board for their careful study and consideration.

At its March 20, 1962, meeting the Board of Education unanimously approved the Avon Nongraded Primary Program for implementation in the Roaring Brook School in September, 1963.

The Board of Education again authorized a four week research study to be held in the summer of 1962 under the direction of the building principal. One new member was appointed to the nongraded staff. Two staff members from the research study of the summer of 1961 completed the study group. Six main items were considered during this session: minor revisions and corrections of study; more formalized structure of arithmetic and reading levels, as well as other curriculum areas; a program for grades 4-8; specific directions for initial placement of children from a graded to a nongraded school; the preparation of a news release for publication in September 1962 outlining the nongraded program in detail; and the formulation of a program to evaluate the nongraded unit.

With the opening of the Roaring Brook School in September, 1963, the primary nongraded program was implemented. Throughout the year there was continuous study, evaluation and revision of the program by the members of the study group and the teachers involved in the classroom. Revisions were made in accordance with these studies. It was then recommended to the Board of Education by the administrative staff that this primary, nongraded program be implemented in all Avon elementary schools in September, 1964. This was likewise approved by the Board of Education and in September, 1964, all Avon elementary schools were using the primary nongraded curriculum.

During the academic year 1964-65 more studies were made of the curriculum in action.

In 1965 the administration recommended to the Board of Education that the nongraded concept be extended throughout the elementary and junior high school. The Board approved this recommendation and authorized a four-week research study for the summer of 1966 charged with extending the nongraded curriculum through the junior high school. This committee was composed of reading and mathematics teachers from the upper elementary and junior high school grades. In effect, this committee repeated the process of its predessor, that of determining content, order of instruction, writing of curriculum and reference material.

In September, 1966, those elementary students who had been studying the nongraded primary curriculum continued on the new material. The rest of the students, those through the junior high school, studied material which would make placement on the levels of the curriculum possible in September, 1967. This was done in some cases by the teachers going through the new curriculum and working with concepts which the students had missed due to changes in placemtnt of material. Therefore in September 1967, all students in the Avon schools, from kindergarten through junior high school were studying the curriculum contained herein.

In May, 1967, the Board of Education approved the continuation of the nongraded concept through the senior

year of high school. Later a curriculum study committee was approved for the summer of 1968 to work on the mathematics curriculum for the senior high school following the level format. This was done and was implemented in September, 1968, for the freshman year at Avon High School. Further implementation in the high school will follow in succeeding years. Total implementation is planned by the 1970-71 school year.

A COMPARISON OF GRADED AND NONGRADED STRUCTURES

GRADED STRUCTURE

1. A year of progress in subject matter seen as roughly comparable with a child's year in school.

2. Each successive year of progress seen as comparable to each part year or each year to come.

3. A child's progress seen as unified: advancing consistently in all areas of development; probably working close to grade level in most subject areas.

4. Specific bodies of content as appropriate for successive grade levels and so labeled: subject matter packaged grade-by-grade.

5. Adequacy of progress determined by comparing child's attainment to coverage deemed appropriate to the grade.

6. Inadequate progress made up by repeating the work of a given grade: grade failure the ultimate penalty for slow progress.

7. Rapid progress provided for through enrichment: encouragement of horizontal expansion rather than vertical advancement in work: attempt to avoid moving to domain of next teacher.

8. Rather inflexible grade-to-grade movement of pupils, usually at end of year.

NONGRADED STRUCTURE

1. A year of school life may mean much more or much less than a year of progress in subject matter.

2. Progress seen as irregular; a child may progress much more rapidly in one year and quite slowly in another.

3. A child's progress seen as not unified: he spurts ahead in one area of progress and lags behind in others; may be working at three or four levels in as many subjects.

4. Bodies of content seen as appropriate over a wide span of years; learnings viewed vertically or longitudinally rather than horizontally.

5. Adequacy of progress determined by comparing child's attainment to his ability and both to long-term view of ultimate accomplishment desired.

6. Slow progress provided for by permitting longer time to do given blocks of work: no repetition, but recognition of basic differences in learning rate.

7. **Rapid progress provided for, both vertically and horizontally: bright children encouraged to move ahead regardless of the grade level of the work; no fear of encroaching on work of the next teacher.**

8. **Flexible pupil movement: pupil may shift to another level at almost any time: some trend toward controlling shifts on a quarter or semester basis.**

QUESTIONS AND ANSWERS ON AVON'S NONGRADED PROGRAM

1. WHAT IS A NONGRADED PROGRAM?

   It is an administrative plan which removes rigid grade lines and divides the curriculum into learning levels.

2. WHY HAVE A NONGRADED PROGRAM?

   The program is designed with children's growth and learning characteristics in mind. Because each child grows and learns at an individual rate, he can progress from level to level at his own speed. It is a method of gearing the instruction to the individual child according to his special needs and abilities. Children who learn at a more rapid rate will be able to progress faster through the curriculum. Children who need a longer period of time to complete the curriculum will be able to accomplish this without repeating any block of material.

3. WHAT DOES IT MEAN?

   The word "grade" is no longer used, but rather level is used to designate the child's place in school.

4. WHAT IS LEVEL?

   A level is a block of learning. Each level contains a group of related skills and knowledge.

5. ARE OTHER SUBJECT MATTER AREAS TAUGHT?

   Yes, all areas of the curriculum are taught.

6. WHEN DOES A CHILD MOVE FROM ONE LEVEL TO ANOTHER?

   When the skills and material of a level have been mastered, the child can move to the next level. His work will be evaluated by the teacher through the use of tests, both standardized and teacher-made, as well as her observations of the child. It is to be expected that a child will have periods of slow and rapid physical and mental growth. A child may be above or below the level of some other children who started school at the same time.

7. WHAT MEASURE OF ACHIEVEMENT WILL BE USED?

   The testing program for the town of Avon will be used, as well as other standardized tests selected by the guidance director. Teacher prepared tests will also be given.

8. DOES THE AVON NONGRADED PROGRAM INVOLVE CHANGES IN TEACHING METHODS AND TECHNIQUES?

No, the Avon Nongraded Program is basically an administrative plan which allows greater flexibility and opportunity for the individual child.

9. WHAT ARE THE FEATURES OF THE AVON NONGRADED PROGRAM?

a. Each child is an individual with his own rate and pattern of growth and should be evaluated as such.

b. Children should be taught at the level at which they are, regardless of age or length of time that has been spent in school.

c. A feeling of success is essential for normal growth.

d. The child progresses from level to level with a feeling of achievement because the levels are paced to him.

e. A pupil whose achievement approximates his ability has made satisfactory progress.

f. A child should not be forced to mark time until some of his peers reach his level of academic achievement or maturity; nor be required to learn material beyond his range of ability.

g. No child should be forced to repeat material that serves no useful learning purpose.

h. No failures; no promotions. Each child begins in September at his level of achievement in June.

i. Closer and more frequent contact and cooperation between parents and teacher.

j. The program requires greater inter-communication between teachers in order to share materials and accurately evaluate each child.

10. HOW DOES A NONGRADED PROGRAM AFFECT THE TRANSITION TO ANOTHER SCHOOL IN THE SYSTEM?

The nongraded program will make the transition easier for the student. He will start work in the new school at the level he left off the previous June. Teachers will have a complete record of his progress.

11. WOULD THE NONGRADED PROGRAM CHANGE THE PRESENT DEPARTMENTALIZATION PROGRAM IN THE UPPER LEVELS?

No! The two programs would complement each other. This combination would result in better organization and make it possible for teachers to become more effective.

TEACHER INVOLVEMENT IN THE AVON NONGRADED PROGRAM

To become an integral part of the teaching staff of the Avon Nongraded Program one must fully subscribe to the philosophy on which the program is based.

1. **After due consultation with the teachers involved, any pupil may be changed from one classroom to another during the school year upon the discretion of the administration.**
2. **If the physical size of the classroom would adequately accommodate more children, the teacher must willingly accept the children who have progressed to the level taught in that classroom.**
3. **An inter-change of texts, teaching aids, and supplies between teachers is essential if the best advantage is to be made of instructional materials.**
4. **Each teacher must become thoroughly familiar with all phases of the testing, evaluation, and record keeping of each child and must constantly refer to this material when considering level placement.**
5. **Frequent staff consultation at any and all levels must be engaged in for the exchange of ideas and the discussion of mutual problems.**
6. **Each teacher must undertake a thorough and meticulous recording of information pertinent to the child's progress.**
7. **Teachers must possess a thorough understanding of the aims of the program and her role as an educator in Avon.**
8. **Teacher involvement in all areas of the school program, e.g., P.T.A., Study Groups, etc., is essential to the success of the program.**
9. **Cooperation between teachers as to duty and extra-curricular activities is imperative.**
10. **It is the responsibility of the staff members to keep abreast of research and development of the nongraded concept nationally. Professional materials will be provided.**
11. **Teachers must be willing to adapt to the somewhat less formal structure.**
12. **There must be a willingness on the part of the teacher to communicate to the parent any aspect of the program.**
13. **The success of the program is, as always, directly proportional to the quality of the teaching accomplished by the classroom teacher.**

AVON'S NONGRADED PROGRAM

GENERAL STRUCTURE AND IMPLEMENTATION

READING

The Avon Continuous Reading Program is a developmental program. The primary source used in the identification of reading skills is the Ginn Basal Reading Series.

The reading curriculum has been divided into sequential levels of learning. Within each level the skills are grouped in relation to word analysis, comprehension skills and word study skills. The skills within each level are taught as required by the children. These skills are extended and added to skills from previous levels.

The Avon Reading Program begins in the kindergarten. The pre-reading experiences of each child will contribute greatly to his success as he progresses through the reading levels. Included in our reading program is a Reading Readiness Checklist. Throughout the school year the kindergarten teacher will evaluate each child in relation to the readiness factors. When a child has demonstrated the aquisition of the required skills, according to the judgment of the teacher, activities and experiences will be planned for him.

The pre-reading skills are incorporated into Level One of our reading program. When a child has demonstrated competence in the skills of this level, he will progress to Level Two. Reading teachers will be available on request from the kindergarten teachers to assist in the evaluation of pupil performance.

When the skills and material of Level 1 have been mastered, the child may move to Level 2. The teacher will carefully evaluate the child, his social, physical and emotional growth and his academic accomplishments. If the child has made above average progress and is ready to move on, the kindergarten teacher will confer with the Level 2 teachers to insure proper placement of the child. The teacher will be made aware of the child's strengths and weaknesses. The kindergarten and designated Level 2 teacher will confer with the parent. It will be necessary for the parent to transport the child for the remainder of the year to and from school. The emphasis in Level 2 through 12 is on introducing and developing the basic reading tools which will be needed in all levels. Levels 13 through 23 are primarily an extension, refinement and application of all the reading skills.

The emphasis in this program is on the development of those skills which will enable the pupil to use reading as a tool for learning in all curriculum areas and functional situations in and out of the classroom.

BASIC ASPECTS OF THE NONGRADED PROGRAM

The Avon Nongraded Plan has divided the first nine years of schooling into learning reading levels through equivalent grade 8.

Rigid grade lines have been removed to enable the child to progress at his individual rate.

The child will move from level to level according to his social, emotional and academic achievement.

There is no specific time allotment for any level.

A teacher may teach three or four levels during a year, and therefore, the child may have the same teacher for the school year. However, it is possible that when a child changes levels, he may change teachers.

In most instances, kindergarten through grade 8 required nine years. Under this plan it would also be nine years for the average child. However, the child who is able to proceed at a faster rate of learning might complete the prescribed curriculum in less time. The slower child might take more time for the same curriculum.

No child is ever considered a "failure". If he does not meet the standards of social, emotional, and academic achievement for a given level in a reasonable length of time, then we study the cause, and adjust his program to fit his needs and problems.

Although there is emphasis on reading and mathematics, all areas of the curriculum are covered.

All elementary schools in Avon participate in the Nongraded Program. There is no difference in the curricula of any school.

The Nongraded Program does not involve different teaching techniques, but through administrative groupings, offers sequential growth and learning.

USING THE LEVELS

Teachers must realize that pupils possess a wide range of ability and reading achievement. In order to ensure continuous progress for each and every child, they must be appropriately grouped and taught at a level that is consistent with their needs. Some pupils move rapidly through the sequence of skills, while other pupils may take considerably longer. Each teacher must therefore accept the responsibility of helping each student in an orderly was to sequentially develop the reading skills as he progresses from one level to the next.

EVALUATION

Frequent evaluation of pupil performances is essential to ensure proper placement and continuous reading progress.

Performance of unit tests, informal reading tests and Ginn Readiness and Achievement tests will provide teachers with data that will enable them to move effectively, assess and diagnose the needs and achievement of each pupil. The teacher thus, becomes a "diagnostic teacher" grouping and regrouping, teaching and reteaching according to the strengths and weaknesses in skill development.

This reading program includes suggestions for evaluation of pupil performance. Before a pupil progresses from one level to the next, the teacher should be certain that he has acquired the necessary skills as indicated by his performance on the suggested tests.

The Informal Reading Tests which follow each level in the program were developed from the stories in the Ginn Basal Readers. They are easily administered and scored.

In the primary section tests should be administered individually by the teacher as oral reading tests. In the intermediate section, they can be administered individually as oral reading tests or in groups as silent reading tests. The classroom teachers are encouraged to use them as needed.

MATERIALS FOR ENRICHMENT OR REINFORCEMENT

Included in the Avon Reading Program are suggested materials for enrichment and reinforcement. These materials are "suggested" and this should be strongly realized, and not used exclusively. A wide variety and range of supplementary materials are available and classroom teachers are encouraged to select those appropriate for her group.

Independent reading in a wide variety of materials will enhance the reading program for each child and therefore the use of enrichment materials in conjunction with the basal reading program is encouraged.

When a level has been completed materials for reinforcement will be selected by teachers evaluation and performance on the test used in evaluation.

Visits to the library will continue to be an important part of our reading program. Pupils should be assisted by teachers and librarians to select books that are compatible with their reading level.

RECORD KEEPING

It becomes apparent to teachers that accurate and thorough

records on the performance of each child are a vital aspect in the successful implementation of the Avon Reading Program. All the information and data obtained through the administration of tests are to be recorded on the Reading Skill Cards. Pupil profile sheets and informal tests records should all be recorded in a cumulative folder.

SAMPLE
READING SKILLS CARD
LEVEL 9

Teacher **Pupil** ______________________

Date entered **Date completed** **Check Weaknesses**

1. **Vocabulary of Third Reader Level One-335 words.** ☐
2. **Silent letter in wr.** ☐
3. **Digraphs and double vowels: ie, ea and ou followed by r.** ☐
4. **Principles governing vowel differences:** ☐
   a. **Exceptions to rule of double vowel.** ☐
   b. **Recognizing vowel units in syllables.** ☐
5. **Plural forms: f to ves.** ☐
6. **Suffixes: y, ly, self, est; as syllabic units.** ☐
7. **Prefixes: a, be, and un; as syllabic units.** ☐
8. **Contractions: more than one letter omitted.** ☐
9. **Recognize syllabic division of words.** ☐
   a. **As parts of one-vowel sound.** ☐
   b. **Silent vowel in syllables with digraphs.** ☐
   c. **Vowel sounds in each syllable.** ☐
   d. **Double vowel in one and two syl. words.** ☐
   e. **One syllable words ending with silent e.** ☐
   f. **Syllable ending in silent e.** ☐
   g. **Compound words.** ☐
   h. **Double medial consonants.** ☐

COMPREHENSION SKILLS

1. **Arrange words in alphabetical order to more than one letter.** ☐
2. **Use skimming to locate paragraphs, subtitles, ideas and information.** ☐
3. **Select key sentence to show main idea.** ☐
4. **Find similarities and differences in content.** ☐
5. **Review skills taught on prior levels.** ☐

Possible score **Date** **Third Reader I Achievement**

Vocabulary		Word Analysis					Comprehension				
Word mng.	Word mng.	Vow. sng.	Vow. dbl.	Struc. comp.	Struc. end.	Total	Cre. rdg. con.	Seq.	Main idea	Fol. dir.	Total
30	29	15	10	15	17	57	12	5	5	12	37

Total Tests 1, 2, & 3 **Teacher comment:**

The teacher of Level 1 students must use observation to determine what children have reached a point of maturation favorable to reading. Important criteria to follow are: does the child

Work well alone and/or with a group?

Have an attention span of 15 minutes or more?

Write first name?

Use left to right eye progression?

Use hand to eye coordination?

Have firm control of small muscle coordination?

Repeat rhymes and songs in sequence?

Speak in complete sentences?

It is expected that only a few children will be ready for the more formal situation of beginning reading. The teacher must watch social, physical and emotional development closely to assure the students success in the Readiness Program. The child who is pushed ahead is not usually as successful as the motivated child who progresses at his own rate of speed.

READINESS CHECKLIST

Pupil________________

Physical Readiness

1. Eyes YES NO

   A. Do the child's eyes seem comfortable (does not squint, rub eyes, hold materials too close or too far from eyes)? 1. ____ ____

   B. Are the results of clinical tests or an oculist's examination favorable? 2. ____ ____

2. Ears

   A. Is it apparent through his responses to questions or directions that he is able to hear what is said to the class? 3. ____ ____

   B. Does he respond to a low-voice test of 20 feet, a whisper test of 15 inches? 4. ____ ____

   C. Do the results of his audiometer test indicate normal hearing ability? 5. ____ ____

3. Speech

   A. Does he articulate clearly? 6. ____ ____

   B. Does he speak in a group with some confidence? 7. ____ ____

   C. Does he speak without gross errors in pronunciation? 8. ____ ____

   D. Does he respond to suggestions for speech improvement? 9. ____ ____

4. Hand-Eye Coordination

   A. Is he able to make his hands work together in cutting, using tools, or bouncing a ball? 10.____ ____

5. General Health

   A. Does he give an impression of good health? 11.____ ____

   B. Does he seem well-nourished? 12.____ ____

   C. Does the school physical examination reveal good health? 13.____ ____

Social Readiness

1. Cooperation YES NO

A. Does he work well with a group, taking his share of the responsibility? 14. ___ ___

B. Does he cooperate in playing games with other children? 15. ___ ___

C. Can he direct his attention to a specific learning situation? 16. ___ ___

D. Does he listen rather than interrupt? 17. ___ ___

2. Sharing

A. Does he share materials, without monopolizing their use? 18. ___ ___

B. Does he offer help when another child needs it? 19. ___ ___

C. Does he await his turn in playing or in games? 20. ___ ___

D. Does he await his turn for help from the teacher? 21. ___ ___

3. Self-reliance

A. Does he work things through for himself without asking the teacher about the next step? 22. ___ ___

B. Does he take care of his clothing and materials? 23. ___ ___

C. Does he find something to do when he finishes an assigned task? 24. ___ ___

D. Does he take good care of materials assigned to him? 25. ___ ___

Emotional Readiness

1. Adjustment to Task

A. Does the child see a task, such as drawing, preparing for an activity, or cleaning up, through to completion? 26. ___ ___

B. Does he accept changes in school routine calmly? 27. ___ ___

YES NO

C. Does he appear to be happy and well adjusted in school work, as evidenced by relaxed attitude, pride in work, and eagerness for a new task? 28. ___ ___

D. Does he follow adult leadership without showing resentment? 29. ___ ___

2. Poise

A. Does he accept a certain amount of opposition or defeat without crying or sulking? 30. ___ ___

B. Does he meet strangers without displaying unusual shyness? 31. ___ ___

Psychological Readiness

1. Mind-Set for Reading

A. Does the child appear interested in books and reading? 32. ___ ___

B. Does he ask the meaning of words or signs? 33. ___ ___

C. Is he interested in the shapes of unusual words? 34. ___ ___

2. Mental Maturity

A. Do the results of the child's mental test predict probable success in learning to read? 35. ___ ___

B. Can he give reasons for his opinions about his own work or the work of others? 36. ___ ___

C. Can he make or draw something to illustrate an idea as well as most children of his age? 37. ___ ___

D. Is his memory span sufficient to allow memorization of a short poem or song? 38. ___ ___

E. Can he tell a story without confusing the order of events? 39. ___ ___

F. Can he listen or work for five or ten minutes without restlessness? 40. ___ ___

3. **Mental Habits** YES NO

A. **Has the child established the habit of looking at a succession of items from left to right?** 41. ___ ___

B. **Does his interpretation of pictures extend beyond mere enumeration of details?** 42. ___ ___

C. **Does he grasp the fact that symbols may be associated with spoken language?** 43. ___ ___

D. **Can he predict possible outcomes for a story?** 44. ___ ___

E. **Can he remember the central thought of a story as well as the important details?** 45. ___ ___

F. **Does he alter his own method to profit by another child's example?** 46. ___ ___

4. **Language Patterns**

A. **Does he take part in class discussions and conversations?** 47. ___ ___

B. **Is he effective in expressing his needs in classroom situations?** 48. ___ ___

C. **Are the words used in the pre-primers and the primer part of his listening and speaking vocabulary?** 49. ___ ___

D. **Does he understand the relationships inherent in such words as up and down, top and bottom, big and little?** 50. ___ ___

E. **Does he listen to a story with evidence of enjoyment and the ability to recall parts of it?** 51. ___ ___

F. **Is he able to interpret an experience through dramatic play?** 52. ___ ___

Ginn Manual for Teaching the Reading-Readiness Program
pp. 55 to 57.

LEVEL 1

LEVEL REQUIREMENTS

Orientation:

Develop motor skills - tracing, marking, drawing.
Learn to listen attentively.
Follow directions.

Auditory Perception:

Identify familiar sounds.
Identify pairs of rhyming words, i.e., nursery rhymes.
Identify and label initial consonant sounds: Tt, Bb, Ss, Mm, Ff, Pp.

Visual Perception:

See likenesses in color, shape, size, action and details.
Observe differences in shape, size, action and details.
Recognize what is missing from a picture, i.e, table minus leg.
See likenesses in letters and words.
Match word-picture and word-word: Tom, Betty, Susan, Mother, Father.

Comprehension:

Interpret pictures - find main ideas, sequence, details, draw conclusions.
Develop the ability to use oral expression - retell a story.
Learn "left" and "right"; "left to right".
Identify colors - red, green, yellow, blue, brown, black, orange, purple.
Learn concepts of size: big-little, short-tall, more-less.
Identify and enumerate all letters of the alphabet - upper and lower case.
Understand family association.
Understand ownership - Tom's wagon.
Classify: Flip-dog; Tom-boy; animals, vegetables, fruits.

Texts: **Kindergarten Kit**
Games to Play

Supplementary Material:

Fun With Tom and Betty
Readiness for Learning (J. B. Lippincott Co.) visual and auditory perceptual motor training
Getting Ready to Read (Houghton-Mifflin) - emphasis on phonics and the alphabet
Frostig materials
Continental Press Worksheets
Beaded Alphabet Card (Hammett catalog) - tactile-kinesthetic approach
Teacher-made materials

Evaluation:

Ginn Pre Reading Test
Metropolitan Readiness Test
Teacher Evaluation

LEVEL 2

LEVEL REQUIREMENTS

Word Analysis Skills

Phonetic Analysis:

- Master "Words in Color" Program (thru Chart 8)
- Master all letter names in printed or manuscript form
- Recognition of short vowel sounds
- Perceive and label initial sounds- b, s, m, f, t, hard c, w, r, h, d, hard g, p, l, n, w
- Introduce final sounds - s, n, p, t, k
- Recognize rhyming words: pet-get, man-can, make-cake, ball-tall
- Recognize all long vowel sounds

Structural Analysis:

- Recognize plural form of nouns
- Recognize "s" form of verbs

Context Clues:

- Use whole sentences to identify unknown word
- Combine auditory and context clues

Comprehension Skills

Main Idea:

- Understand that a series of connected sentences are related to a single main idea

Details:

- Read for specific details to answer oral questions
- Identify the speaker

Sequence:

- Develop the understanding that a series of events occurring within one episode may be ordered sequentially
- Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Associate word symbol with picture
- Relate picture and text
- Evaluate incidents or statements in light of child's own experiences
- Develop the ability to predict outcome of events and actions of characters
- Listen to poetry

Study Skills

Following Directions:

- Follow oral directions given in uninterrupted sequence
- Follow simple directions independently

Locating and Organizing Information:

- Understand the use of the table of contents
- Become aware of various sources of information
- Use alphabetical sequence in locating information
- Begin to use word classifications
- Develop the ability to locate places on simple maps and charts

Selecting, Evaluating and Recalling Information:

- Develop the ability to select from several responses the one that best answers the question
- Recall main incidents in materials

Mastering Mechanics of Silent and Oral Reading:

- Learn to handle books correctly
- Master left-to-right progression
- Master line by line sweep
- Read silently with comprehension
- Develop ability to read aloud with proper emphasis and clear pronunciation

Texts:
Words in Color Program - Words in Color charts-worksheets
The Little Red Storybook - Modern Curriculum Press
The Little Green Storybook - Palo Alto Reading Material
The Little Blue Storybook
Come With Us
Preprimer Workbook
Look and Listen Level 1 (Ginn Word Enrichment Program)

Supplementary Material:

Phonics We Use - Learning Games Kit (Lyons & Carnahan - Game 1)
Seequees Puzzles (Judy) to develop sequence
Frostig Materials
Continental Press Worksheets
Teacher-made materials
Specific skills series - Barnell Loft Ltd.

Evaluation:
Durrell Informal Inventory
Ginn Pre-Primer Achievement Test
Unit Tests - Ginn manual
Informal Reading Inventory
Teacher Evaluation

INFORMAL READING INVENTORY

(LEVEL 2 - 38 words) Pupil ______________

Motivation: Do you like surprises? Let's read to find out about a surprise.

6 "See what I have," said Mother.

11 "This is something for you.

16 You can make something funny.

21 You can make a surprise.

25 You can surprise Father".

29 "Tom! Susan!" said Betty

34 "See what we can make.

38 Come here and help."

COMPREHENSION CHECK

Fact 1. Who spoke first in the story? (Mother)
Fact 2. What did Mother tell the children to make? (a surprise)
Inf. 3. Who is going to be surprised? (Father)
Voc. 4. Find the word that tells how the surprise will look. ("funny")
Inf. 5. How do you think Father will feel? (surprised, happy)

EVALUATION	YES	NO
Reversals		
Inversion		
Substitution		
Punctuation		
Finger pointing		
Head movement		
Lip movement		

Vocabulary ___ %
Comprehension ___ %

EXPLANATION

Vocabulary

Errors	%	Level
	99	Independent
	95	Instructional
	90	Frustration

Comprehension

%	Level
90	Independent
75	Instructional
50 or less	Frustration

LEVEL 3

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:	- Master vocabulary in The Little White House (99 words)
Phonetic Analysis:	- Master all letter names in printed and manuscript form - Perceive and label initial consonants: n,d,p,m,s,h,l, hard g,y - Perceive and label final consonants: t, p, m, k, d, n - Reinforce short i, o, u - Extend study of short a and e - Introduce wh, ch, th - Match rhyming words - Learn words with silent consonants as sight words (know)
Structural Analysis:	- Extend plural form of nouns - Introduce singular possessive form of nouns - Extend "s" form of verbs - Introduce "ed" form of verbs - Introduce root words - Develop auditory recognition of number of syllables
Context Clues:	- Use whole sentence to identify unknown word - Combine auditory and context clues

Comprehension Skills:

Main Idea:	- Understand that a series of connected sentences are related to a single main idea - Make generalizations to clarify main idea
Details:	- Identify the speaker - Read for specific detail - Read to answer questions
Sequence:	- Recall and arrange events in sequential order under teacher direction - Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Associate word symbol with picture; relate picture and text
- Evaluate incidents or statements in light of child's own experiences
- Develop the ability to predict outcome of events and actions of characters
- Listen to poetry

Study Skills

Following Directions:

- Gain independence in following simple printed directions

Locating and Organizing Information:

- Become aware of various sources of information
- Understand the use of the table of contents
- Use alphabetical sequence in locating information
- Begin to use word classifications
- Begin to classify phrases
- Organize materials in simple chart or story form
- Develop the ability to locate places on simple maps
- Continue use of charts

Selecting, Evaluating and Recalling Information:

- Begin to develop the ability to listen to a speaker and to recall facts given
- Evaluate several responses and select the most suitable

Mastering Mechanics of Silent and Oral Reading:

- Learn to handle books correctly
- Read silently with comprehension
- Learn to scan under teacher direction
- Begin to develop facility in reading one sentence that extends from one line to the next
- Develop ability to read aloud with proper emphasis and clear pronunciation

Texts: *The Little White House*
The Little White House workbook
Self-Help activities
Look and Listen - Level 1 (Ginn Word Enrichment Program)

Supplementary Material:

Continental Press Worksheets
Phonics We Use - Learning Games Kit (Lyons and Carnahan)
  Games 2 and 3
Guess Who (Scott Foresman)
Teacher-made materials
Specific skills series (Barnall Loft, Ltd.)

Evaluation:

Durrell Informal Inventory*
Ginn Achievement test
Unit Tests - Ginn manual*
Informal Reading Inventory*
Teacher Evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 3 - 57 words) Pupil ____________

Motivation: What do you think the duck will do next?
Let's read and find out.

4 Tom said, "Look now!

11 Look where the duck is now.

16 It is in the water.

22 It did not walk to Susan.

28 The duck walked to the water!"

31 The children laughed.

38 "The toy duck is funny," said Betty.

46 "It is like the ducks on the farm.

49 It can walk.

52 It can quack.

57 And it likes the water."

COMPREHENSION CHECK

Fact 1. Where did Tom see the duck? (in the water)
Inf. 2. Was Tom really surprised to see the duck walk to the water? (yes)
Inf. 3. Why do you think the duck walked to the water? (it was turned that way)
Voc. 4. What sound does a duck make? (quack, quack)
Fact 5. Why did the children laugh? (they thought the duck was funny)

EVALUATION	YES	NO
Reversals	____	____
Inversion	____	____
Substitution	____	____
Punctuation	____	____
Finger pointing	____	____
Head movement	____	____
Lip movement	____	____

Vocabulary ____%
Comprehension ____%

EXPLANATION

Vocabulary

Errors	**%**	**Level**
	99	Independent
	95	Instructional
	90	Frustration

Comprehension

	99	Independent
	75	Instructional
	50 or less	Frustration

LEVEL 4

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:

- Master vocabulary in Cherry Street (171 words)

Phonetic Analysis:

- Master all letter names in printed or manuscript form
- Identify initial consonants: j, z, k, y, v
- Identify final consonants: d, k, m, n, p, t, r
- Identify medial consonants: k, n, p, z, t, r
- Extend study of short vowels
- Introduce blends: bl, pl, st, br, gr, dr, fr, fl
- Introduce digraph sh
- Match rhyming words
- Develop ability to substitute initial and final consonants to make new words
- Learn words with silent consonants as sight words (lamb, know)

Structural Analysis:

- Extend plural form of nouns, also "es" form
- Extend singular possessive form; introduce plural possessive form of nouns
- Extend "s", "ed" form of verb
- Introduce "ing" form of verb
- Learn to identify the two separate words in a compound word
- Extend the ability to recognize word parts
- Use contractions orally and read without concern for origin
- Develop auditory recognition of number of syllables

Context Clues:

- Combine auditory and context clues
- Combine phonetic and context clues
- Use whole sentence to identify unknown word
- Begin to use contrast and comparison in context clues

Comprehension Skills:

Main Idea:

- Understand that a series of connected sentences are related to a single main idea
- Make generalizations to clarify main ideas

Details:

- Identify the speaker
- Read to answer questions and to follow oral and written directions
- Listen, recall and reread for specific detail
- Develop the concept that details fill out, extend, clarify and document the main idea

Sequence:

- Recall and arrange events in sequential order under teacher direction
- Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Associate word symbol with picture; relate picture and text
- Develop the ability to predict most logical of several given outcomes
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Recognize cause and effect relationships
- Listen to poetry

Study Skills:

Following Directions:

- Gain independence in following simple printed directions

Locating and Organizing Information:

- Organize materials in simple chart or story form
- Begin to use word classification
- Begin to classify phrases
- Understand the use of the table of contents
- Use picture dictionary
- Use alphabetical sequence in locating information
- Become aware of various sources of information
- Develop the ability to locate places on simple maps; continue use of charts

Selecting, Evaluating and Recalling Information:

- Develop the ability to listen to a speaker and to recall facts given
- Evaluate several responses and select the most suitable

Mastering Mechanics of Silent and Oral Reading:

- Learn to handle books correctly
- Read silently with comprehension
- Gain facility in reading one sentence that extends from one line to the next
- Develop ability to read aloud with proper emphasis and clear pronunciation
- Learn to scan under teacher direction

Texts:

On Cherry Street
On Cherry Street Workbook
Self-Help Activities
Sounds and Symbols - Level 2 (Ginn Word Enrichment Program)

Supplementary Material:

Sentence Builder (Hammett catalog) sentence development
Continental Press Worksheets
Phonics We Use - Learning Games Kit (Lyons and Carnahan)
  Games 4, 5, 7
Fun With Our Family (Scott Foresman Company)
Teacher-made materials
Specific Skills Series (Barnall Loft, Ltd.)

Evaluation:

Ginn First Reader Achievement Test
Unit Tests - Ginn Manual*
Informal Reading Inventory*
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 4 - 39 words) Pupil____________

Motivation: Do you think that Uncle Fred will let the children help him?

5 "Come on" laughed Uncle Fred.

10 "Come into the garden, farmers.

17 I have work for you to do.

23 There is work in my garden

28 for one, two, three farmers!

35 Come with me and get to work.

39 Let's plant the cabbage."

COMPREHENSION CHECK

Fact	1.	What was Uncle Fred going to plant? (cabbage)
Fact	2.	Where did Uncle Fred invite Susan and Betty to come? (into the garden)
Inf.	3.	How do you know that Uncle Fred will enjoy having Betty and Susan help him? (he laughed)
Inf.	4.	What work will they do? (plant the cabbage)
Voc.	5.	Find the word that tells what the farmers will do to the cabbage. (plant)

EVALUATION	YES	NO
Reversals	____	____
Inversion	____	____
Substitution	____	____
Punctuation	____	____
Finger pointing	____	____
Head movement	____	____
Lip movement	____	____

Vocabulary ____%
Comprehension ____%

EXPLANATION

Vocabulary

Errors	%	Level
None	99	Independent
2	95	Instructional
4 or more	90 or less	Frustration

Comprehension

None	90	Independent
1	75	Instructional
2 or more	50 or less	Frustration

LEVEL 5

REINFORCEMENT OR ENRICHMENT LEVEL

Word Analysis Skills

Sight Vocabulary:

- Master vocabulary in *Open The Gate* or *Tales to Remember*

Phonetic Analysis:

- Master all letter names in printed or manuscript form
- Identify initial consonants: j, z, k, y, v
- Identify final consonants: d, k, m, n, p, t, r
- Identify medial consonants: k, n, p, z, t, r
- Extend study of short vowels
- Extend study of long vowels
- Introduce silent"e" rule
- Extend study of blends: bl, pl, st, br, tr, gr, dr, fr, fl
- Master digraphs: wh, ch, th, sh
- Match rhyming words
- Develop ability to substitute initial and final consonants to make new words
- Develop ability to substitute blends to make new words
- Learn words with silent consonants as sight words

Structural Analysis:

- Master plural form of nouns
- Extend the study of singular and plural possessive forms of nouns
- Extend the study of "s", "ed", "ing" forms of verbs
- Continue to identify two separate words in a compound word
- Extend the ability to recognize word parts
- Use contractions orally and read contraction without concern for origin
- Continue development of auditory recognition of the number of syllables

Context Clues:

- Combine auditory and context clues
- Combine phonetic and context clues
- Use whole sentence to identify unknown word
- Begin to use contrast and comparison in context clues

Comprehensive Skills

Main Idea:

- Understand that a series of connected sentences are related to a single main idea
- Make generalizations to clarify main ideas

Details:

- Read to answer questions and to follow oral and written directions
- Develop the concept that details fill out, extend, clarify and document the main idea
- Listen, recall and reread for specific details

Sequence:

- Recall and arrange events in sequential order under teacher direction
- Draw conclusions based upon a series of related events

Inferential and Critical Reading:

- Associate word symbol with picture; relate picture and text
- Develop the ability to predict most logical of several given outcomes
- Recognize cause and effect relationship
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Listen to poetry

Study Skills

Following Directions:

- Gain independence in following simple printed directions

Locating and Organizing Information:

- Understand the use of the table of contents
- Use picture dictionary
- Use alphabetical sequence in locating information
- Become aware of various sources of information
- Use word classifications
- Classify phrases
- Organize materials in a simple chart or story form
- Develop the ability to locate places on simple maps: continue use of charts

Mastering Mechanics of Silent and Oral Reading:

- Learn to handle books correctly
- Read silently with comprehension
- Learn to scan under teacher direction
- Gain facility in reading one sentence that extends from one line to the next
- Develop ability to read aloud with proper emphasis and clear pronunciation

Texts:

Open the Gate
Tales to Remember
Sounds and Symbols - Level 2 (Ginn Word Enrichment Program)

Evaluation:

Ginn Readiness Test for We Are Neighbors
Informal Reading Inventory*
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 5 - 41 words) **Pupil** ___________

Motivation: Let's read to find out about a little tree.

7 A little pine tree was not happy.

13 The little tree did not like

17 its long green needles.

22 "Other trees do not have

25 long green needles.

34 They have pretty leaves.

41 I want to look like other trees."

COMPREHENSION CHECK

Fact	**1.**	**What didn't the little tree like? (its needles)**
Fact	**2.**	**What did the little tree want? (leaves)**
Inf.	**3.**	**How did the little tree feel? (not happy)**
Inf.	**4.**	**Could the pine tree really change? (no, make-believe)**
Voc.	**5.**	**How did the needles look? (long, green)**

EVALUATION	**YES**	**NO**		
Reversals	____	____		
Inversion	____	____		
Substitution	____	____		
Punctuation	____	____	**Vocabulary**	____%
Finger pointing	____	____	**Comprehension**	____%
Head movement	____	____		
Lip movement	____	____		

EXPLANATION

Vocabulary

Errors	**%**	**Level**
None	**99**	**Independent**
2	**95**	**Instructional**
4 or more	**90 or less**	**Frustration**

Comprehension

None	**90**	**Independent**
1	**75**	**Instructional**
2 or more	**50 or less**	**Frustration**

LEVEL 6

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:

- Master vocabulary in We Are Neighbors - 226 words

Phonetic Analysis:

- Master all single consonant sounds in initial and final positions
- Extend all long and short vowels
- Develop silent"e" rule
- Introduce long vowels in two-letter words (me, my, go)
- Introduce initial sp, tw, cl, sw, sl, sm, sn
- Introduce final sh, ch, ck, nk, cks, x, ng
- Introduce diphthongs ai, oa, ea, ee, ay
- Extend ability to substitute blends in known words and to make new words
- Recognize and use: an, ast,ack, ar,ace,ame,og,ot,oc,oat,own, ound,oy,un,ut,im,ight, ill, ing, ip

Structural Analysis:

- Drop "e" before "ing" ending (come-coming)
- Learn words with silent consonants as sight words
- Extend study of singular and plural possessive forms of nouns and their variants (man's-men's)
- Master s, ed, ing form of verbs
- Extend use of compound words
- Extend ability to recognize word parts
- Introduce "er" as an agent(farmer)
- Recognize words in which final consonant is doubled before adding ing, ed, er
- Recognize words in which final "e" is dropped before adding suffix (true-truly)
- Recognize words in which "y" is changed to "i"
- Introduce contraction: that is - that's
- Develop auditory recognition of number of syllables

Context Clues:

- Combine phonetic and context clues
- Begin to use contrast and comparison in context clues
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:

- Read to find the main idea of the story
- Choose titles for a story
- Find summarizing sentence
- Summarize main ideas of a story

Details:

- Read to answer questions and to follow written and oral directions
- Develop the concept that details fill out, extend, clarify and document the main idea
- Read to prove or refute answers to questions
- Read to recall story content

Sequence:

- Recall and arrange events in sequential order independently
- Draw conclusions based upon a series of related events
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Develop the ability to predict most logical of several given outcomes
- Read for clues that tell how characters look, feel, talk
- Make comparisons and contrasts
- Read simple poetry
- Distinguish fact from fancy
- Recognize the difference between opinion and fact
- Distinguish true from untrue

Study Skills

Following Directions:

- Gain independence in following simple printed directions

Locating and Organizing Information:

- Organize materials in simple chart or story form
- Classify words and phrases that tell when and where

- Use table of contents independently
- Master correct sequence of the alphabet and alphabetical order by the first letter
- Begin to use simplified dictionary
- Begin to use library as a source of information
- Become aware of the globe as a representation of the world
- Become aware of compass directions
- Understand that small things on a map stand for large things in reality
- Use simple legends to understand symbols

Selecting, Evaluating and Recalling Information:

- Listen to a speaker and recall facts given
- Evaluate several responses and select the most suitable
- Develop ability to gather relevant fact from short talk or from an informative selection read by the teacher

Mastering Mechanics of Silent and Oral Reading:

- Master correct handling of books
- Read silently with comprehension
- Scan to get specific information under teacher direction
- Master reading one sentence that extends from one line to the next
- Read with proper emphasis and pronunciation

Texts:

We Are Neighbors
Vowels and Variants - Level 3 (Ginn Word Enrichment Program)
Self-Help Activities
We Are Neighbors workbook

Supplementary Materials:

Specific Skill Series A (Barnell Loft Ltd.)
Phonics We Use - Book B (Lyons & Carnahan)
Continental Press Worksheets
Teacher-made materials
Friends Old and New (Scott Foresman)

Evaluation:

Durrell Informal Inventory
Unit tests - Ginn Manual
Ginn Second Reader I Achievement test
Informal Reading Inventory
Teacher evaluation

INFORMAL READING INVENTORY

(LEVEL 6 - 97 words) Pupil____________

Motivation: Have you ever put up pretty wallpaper in your house? This is the story of Wendy and her mother at the wallpaper store. Read to find out what happened there.

8 One day Wendy and her mother went into

16 the wallpaper store. They wanted to pick out

20 wallpaper for Wendy's room.

27 "Look, Mother!" said Wendy. "See all the

35 rolls of wallpaper! At first I liked this

45 green paper best of all. But now I like the

51 yellow paper with the flowers better."

59 Mother looked at the two rolls of paper.

67 She said, "I like the yellow paper with

75 the flowers better, too. May we have someone

83 put it on the wall for us soon?"

90 "Mr. Hall will come to your house

97 tomorrow," said the man in the store.

COMPREHENSION CHECK

Fact 1. Why were Wendy and Mother at the store? (to select wallpaper for Wendy's room)

Inf. 2. Why do you think Mother took Wendy to pick out the paper? (because Mother wanted Wendy to have a say in the decorating of her room)

Fact 3. Who speaks first? (Wendy)

Fact 4. Did Mother and Wendy like the same paper? Which one? (yes - the yellow flowered paper)

Inf. 5. Was Wendy anxious to have the wallpaper hung? (yes- she asked if someone could paper the room "soon")

EVALUATION	YES	NO
Reversals	____	____
Inversion	____	____
Substitution	____	____
Punctuation	____	____
Finger pointing	____	____
Head movement	____	____
Lip movement	____	____

Vocabulary ____%
Comprehension____%

EXPLANATION

Vocabulary

Errors	**%**	**Level**
1	**99**	**Independent**
5	**95**	**Instructional**
9	**90 or less**	**Frustration**

Comprehension

0	**99**	**Independent**
1	**75**	**Instructional**
3	**50 or less**	**Frustration**

LEVEL 7

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:

- Master vocabulary in Around the Corner - 223 words

Phonetic Analysis:

- Master all single consonant sounds in medial position
- Recognize and use medial double consonants-bb,ll,nn,tt,rr,dd,pp
- Extend study of all long and short vowels
- Introduce vowels before r,l,w
- Introduce short vowel sound in the medial position
- Develop silent "e" rule
- Develop long vowels in two-letter words
- Master two-letter blends-sc,sp,qu
- Introduce three-letter blends-str, spr, scr, thr, squ
- Introduce study of digraphs and dipthongs ou, ow,oi,oy,oo,ui (fruit)
- Recognize and use - ad,at,ar,ay, et,ed,er,ew,ish,ine,ick,ink, ike, op, ose, ob, ock, ow, ou
- Introduce variant sounds of c (hard and soft)
- Learn words with silent consonants as sight words

Structural Analysis:

- Drop "e" before verb ending (come-coming)
- Extend study of singular and plural possessive forms of nouns and their variants
- Extend the study of compound words
- Introduce hyphenated words
- Extend the ability to recognize word parts
- Extend the recognition of "er" as an agent (farmer)
- Introduce "er" as a comparative (nearer, longer, smaller)
- Recognize words in which final consonant is doubled before adding "ing", "ed", "er"
- Recognize words in which final "e" is dropped before a suffix
- Recognize words in which "y" is changed to "i"

- Recognize suffix: self, by, ness, full, ish
- Recognize prefix "un"
- Introduce contractions - let's, didn't, isn't, don't, can't, wouldn't,couldn't,it's,there's, where's,I'm, I'll, doesn't
- Develop auditory recognition of numbers of syllables

Context Clues:

- Use context clues for meaning and pronunciation
- Combine phonetic and context clues
- Continue to use contrast and comparison in context clues

Comprehension Skills

Main Idea:

- Read to find the main idea of a paragraph
- Find summarizing sentence
- Summarize main ideas of a story

Details:

- Read to answer questions and to follow written and oral directions
- Develop the ability to use details in preparing material for oral or written presentation
- Develop the idea that details fill out, extend, clarify, and document the main idea
- Read to prove or refute answers to questions

Sequence:

- Recall and arrange events in sequential order independently
- Use sequential order to make predictions and interpretation
- Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Recognize cause and effect relationship
- Develop ability to predict most logical of several outcomes
- Draw conclusions; make generalizations
- Recognize the difference between opinion and fact
- Make comparisons and contrasts
- Read for clues that tell how the characters look, feel and talk
- Distinguish true from untrue
- Distinguish fact from fancy

- Distinguish relevant from irrelevant
- Distinguish probably from improbable
- Read simple poetry

Study Skills

Following Directions:

- Develop the ability to observe a specific pattern in following directions: read entire problem for general idea; reread to note specific steps to be taken; carry out steps; read problem again to insure all steps were fully carried out

Locating and Organizing Information:

- Organize materials in simple chart or story form
- Classify words and phrases that tell when and where
- Use table of contents independently
- Master alphabetical order by second letter
- Use a simplified dictionary
- Use a glossary
- Use the library as a source of information
- Find specific information and record it
- Become aware of the globe as a representation of the world
- Become aware of directions
- Understand that small things on a map stand for large things in reality
- Use simple legends to understand symbols

Selecting, Evaluating and Recalling Information

- Evaluate several responses and select the most suitable
- Develop ability to gather relevant facts from short talks or from an informative selection read by the teacher
- Show ability to retain and recall what has been read

Mastering Mechanics of Silent and Oral Reading:

- Read silently with comprehension
- Learn to skim to gain general idea
- Scan under teacher direction
- Read aloud with proper emphasis and pronunciation

Texts:

Around the Corner
Vowels and Variants - Level 4 (Ginn Word Enrichment Program)
Self-Help Activities
Around the Corner Workbook

Supplementary Materials:

Specific Skill Series - Book B (Barnell Loft, Ltd.)
Phonics We Use - Book C (Lyons & Carnahan)
Continental Press Worksheets
Basic Reading (Lippincott)
Teacher-made materials
More Friends Old and New (Scott Foresman)

Evaluation:

Ginn Second Reader II Achievement Test
Unit tests - Ginn Reading Manual*
Durrell Informal Inventory*
Teacher Evaluation
Informal Reading Inventory*

*** Available through the Reading Department**

INFORMAL READING INVENTORY

(LEVEL 7 - 135 words) Pupil____________

Motivation: Have you ever been out in the country? What were the sounds you heard? This is a story of a woman who didn't hear enough noises on her farm.

10 The little woman was sad. So she went to a
20 neighbor's house and said, "What can I do to get
25 some noise on my farm?"
32 "Buy some animals," said the neighbor. "Buy
42 some animals that make noises. Buy a cow or a
51 rooster. Who ever heard of a farm without animals?"
59 "Thank you," said the little woman. So she
65 went away and bought a cow.
73 "Moo, moo" said the cow. The little woman
83 thought that was a fine noise. But it was not
93 enough. "I need some more noises on my farm," she
94 said.
102 So the little woman bought a dog. "Bow-wow,"
111 barked the dog. The little woman thought that was
114 a fine noise.
123 Now all day long the little woman could hear
129 "Bow-wow .. Moo-moo .. bow-wow." She liked the
135 noise, but it was not enough.

COMPREHENSION CHECK

Fact 1. How could you tell the little woman was not in a city? (lived on a farm, had farm animals, was very quiet)
Fact 2. From whom did the little woman seek advice? (her neighbor)
Inf. 3. Did the woman think her neighbor had given her good advise? (yes, because she quickly followed it)
Fact 4. What animal did the little woman buy first? (cow)
Voc. 5. What tells us that the woman was not yet satisfied? ("it was not enough")

EXPLANATION

Vocabulary

Errors	**%**	**Level**
1	99	Independent
7	95	Instructional
13	90 or less	Frustration

Comprehension

0	99	Independent
1	75	Instructional
3	50 or less	Frustration

LEVEL 8

REINFORCEMENT OR ENRICHMENT LEVEL

Word Analysis Skills

Sight Vocabulary:

- Master vocabulary in Ranches and Rainbows or Story Land Favorites

Phonetic Analysis:

- Master all long and short vowel sounds
- Master medial double consonants
- Extend knowledge of vowel before r, l, w
- Master silent "e" rule
- Associate short vowel sound with medial position
- Associate the long vowel sound with letter words (me,my,go)
- Introduce diphthong "ou"
- Master hard and soft sounds of c and introduce the hard and soft sounds of g
- Master previously taught phonograms
- Learn words with silent consonants as sight words

Structural Analysis:

- Master singular and plural possessive form of nouns
- Extend use of compound and hyphenated words
- Recognize root forms when in different positions
- Recognize "er" as an agent
- Recognize comparative verb forms
- Recognize words in which final consonant is doubled before adding ing, ed, er
- Recognize words in which final "e" is dropped before adding suffix
- Recognize suffix-self,by,ness, full, ish
- Recognize prefix "un"
- Recognize words in which y is changed to i
- Master contractions with one letter missing
- Develop auditory recognition of number of syllables
- Introduce syllabication
- Introduce division of words with double consonant
- Introduce division of compound words

Context Clues:

- Use context clues for meaning and pronunciation
- Combine phonic and context clues
- Continue to use contrast and comparison in context clues

Comprehension Skills

Main Idea:

- Read to find the main idea of a paragraph
- Find summarizing sentence
- Summarize main ideas of a story
- Choose titles for a story

Details:

- Read to answer questions and to follow written and oral directions
- Develop the ability to use details in preparing material for oral or written presentation
- Develop the idea that details fill out, extend, clarify, and document the main idea
- Read to prove or refute answers to questions

Sequence:

- Recall and arrange events in sequential order independently
- Draw conclusions based upon a series of related episodes
- Use sequential order to make predictions and interpretation

Inferential and Critical Reading:

- Recognize cause and effect relationship
- Develop ability to predict most logical of several outcomes
- Read for clues that tell how the characters look, feel and talk
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish probable from improbable
- Distinguish relevant from irrelevant
- Read simple poetry

Study Skills

Following Directions:

- Extend the ability to follow written directions independently

Locating and Organizing Information:

- Organize material in simple chart or story form
- Classify words and phrases that tell when and where
- Use table of contents independently
- Master alphabetical order by second letter
- Use a simplified dictionary; use a glossary
- Use the library as a source of information
- Find specific information and record it
- Summarize information
- Use globe to find and identify large land areas
- Use the legend to understand symbols
- Develop ability to read and follow charts

Selecting, Evaluating and Recalling Information:

- Develop ability to gather facts from short talks or from an informative selection read by the teacher
- Show ability to retain and recall what has been read
- Evaluate several responses and select the most suitable

Mastering Mechanics of Silent and Oral Reading:

- Become aware of different rates of reading
- Continue practice of skimming
- Scan under teacher direction
- Read aloud with proper emphasis and pronunciation

Texts:

Ranches and Rainbows - reinforcement
Story Land Favorites - enrichment
Vowels and Variants - Level 4 (Ginn Word Enrichment Series)

Evaluation:

Informal Reading Inventory*
Ginn Readiness Test - Finding New Neighbors
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 8 - 118 words) Pupil____________

Motivation: Have you ever gone to an amusement park or a fair? Read to see what happened to Bonnie and Bill when they were at the fair.

10 Bonnie and Bill had a wonderful day at the fair.
22 Now it was time to go home. They were on their way
32 to the truck with Father when they came to the
33 merry-go-round.
41 "Oh, Father," said Bonnie. "Please may we ride
48 on the big merry-go-round before we go?"
57 "Yes!" said Billy. "I would like to ride a
61 bucking bronco, please, Father."
70 "Come and ride," called the man who was selling
78 tickets. "Come and see Jingle the monkey dance."
88 The man had a long rope on Jingle. The little
96 monkey danced and danced as the merry-go-round went
101 around and around and around.
111 Bonnie and Billy had a good time on the merry-
118 go-round. They had fun watching Jingle dance too.

COMPREHENSION CHECK

Voc. 1. What is a fair? (showing of products or animals; entertainment and sale of articles)
Fact 2. What did the children want to do before leaving the fair? (ride on the merry-go-round)
Fact 3. Who is Jingle? (the dancing monkey)
Inf. 4. Was it a real bucking bronco that Billy wished to ride? (no, it was part of the merry-go-round)
Inf. 5. What part of the day was it? (probably late afternoon because it was time to leave)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
6	95	Instructional
12	90 or less	Frustration

Comprehension

0	99	Independent
1	75	Instructional
3	50 or less	Frustration

LEVEL 9

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:	- Master vocabulary in Finding New Neighbors - 335 words
Phonetic Analysis:	- Extend study of vowels before r, l, w - Associate sounds of consonant blends with their symbols in all positions-(twenty,explain entrance, scratched) - Introduce sounds "oi" and "ei" - Identify silent consonants (kn) - Learn variant sounds of s(s and z)
Structural Analysis:	- Extend the study of hyphenated words - Extend the study of compound words - Recognize root form when in different positions - Learn suffixes er, est, ed, ing - Introduce be, a, re (prefixes) - Learn division of words with vowel digraphs - Introduce vowel sound in open and closed syllables - Recognize prefixes, suffixes as syllables
Context Clues:	- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:	- Read to find the main idea of the story - Read to find the main idea of the paragraph - Find summarizing sentence - Choose title for a story
Details:	- Read and follow directions - Recall and organize details - Identify quotations - Develop the ability to use details in preparing materials for oral or written presentation - Read to prove or refute answers to questions

Sequence:

- Recall and arrange events in sequential order independently
- Use sequential order to make interpretations and predictions
- Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Read for clues that reveal character traits
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inferences, and form opinions
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant ideas
- Note figurative language
- Read and interpret poetry

Study Skills

Following Directions:

- Extend ability to follow written directions independently

Locating and Organizing Information:

- Become aware that information may be found in many types of printed materials; begin to develop skill in deciding which reference to use to find specific information
- Introduce use of card catalogue
- Use glossary, dictionary and encyclopedia for learning pronunciation, alphabetizing, multi-meaning, entry word, guide words
- Make a simple outline
- Classify information
- Summarize information
- Use a time line to understand story events in perspective
- Use globes, maps to locate and identify specific locations
- Use table of contents independently

Selecting, Evaluating and Recalling Information:

- Select suitable reading materials for different purposes
- Extend ability to gather relevant facts

Mastering Mechanics of Silent and Oral Reading:

- Continue practice of skimming
- Develop ability to read aloud with proper emphasis and clear pronunciation
- Begin to adjust rate of reading for specific purpose
- Scan for specific information

Texts:

Finding New Neighbors
Finding New Neighbors - workbook
Self-Help Activities
Sounds and Syllables - Level 5 (Ginn Word Enrichment)

Supplementary Material:

Specific Skills Series (Barnell Loft, Ltd.)
Phonics We Use - Book C (Lyons & Carnahan)
Continental Press Worksheets
Teacher-made materials
Roads to Follow (Scott Foresman)

Evaluation:

Ginn Achievement Tests
Unit Tests - Ginn Manual*
Teacher evaluation
Durrell Informal Inventory*
Informal Reading Inventory*

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 9 - 110 words) Pupil____________

Motivation: A group of animals were traveling together, looking for a place to live. Let's read to find out what the animals found.

11 "There must be a house no great way off," he called.

15 "I see a light."

26 "If that is so, we had better go there" said the

37 donkey, "for this place is not the best in the world."

46 The four hurried toward the spot where the rooster

50 had seen the light.

60 The donkey, who was the tallest, walked up to the

64 house and peeped in.

71 "What do you see?" asked the rooster.

82 "I see a table loaded with all kinds of good things,

92 said the donkey, "and some thieves are sitting around it.

103 "That would be a good place for us to stay," said

110 the rooster. "Let's scare the thieves away."

COMPREHENSION CHECK

Fact 1. Who had seen the light? (rooster)
Fact 2. Who was the tallest animal? (donkey)
Inf. 3. Did the donkey see food? (yes)
Inf. 4. What makes you think so? (table loaded with good things)
Voc. 5. Find the word that means "more than one thief!" (thieves)
Fact 6. What did the rooster suggest to get rid of the thieves? (scare them)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
5	95	Instructional
11	90	Frustration

Comprehension

None	90	Independent
1	75	Instructional
3	50	Frustration

LEVEL 10

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in Friends Far and Near - 347 words.

Phonetic Analysis:
- Introduce recognition of all letters of the alphabet in cursive writing
- Master vowels before r, l, and w
- Define and extend knowledge of digraphs
- Extend knowledge of digraph (ea) following r
- Recognize phonograms - ung, um
- Recognize variant sounds of wr, gn

Structural Analysis:
- Extend the study of compound words
- Extend the study of hyphenated words
- Recognize root form when in different positions
- Recognize change in root form, f to v before es is added (wolf-wolves)
- Recognize prefixes and suffixes as syllabic units
- Introduce contractions with two or more letters missing(I've,I'd)
- Introduce schwa sound
- Begin study of accented and unaccented syllables
- Extend study of division of words with vowel digraphs
- Recognize that each syllable has a vowel sound
- Extend study of vowel sound in open and closed syllable for syllabication (po ta to - open-long sound; pis ton- closed-short sound)

Context Clues:
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:
- Skim to find main idea
- Select titles for paragraphs
- Select subtitles for stories
- Find summarizing sentence
- Summarize main ideas of a story

Details:

- Read and follow directions
- Read for detail and accurate recall
- Identify quotations
- Develop the ability to use details in preparing materials for oral or written presentation
- Read to prove or refute answers to questions

Sequence:

- Arrange events in sequence independently
- Draw conclusions based upon a series of episodes
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- See cause and effect relationships
- Read for clues that reveal character traits
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inferences, and form opinions
- Detect mood and setting of a situation
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinghish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant ideas
- Note figurative language
- Read and interpret poetry

Study Skills

Following Directions:

- Extend the ability to follow written directions independently

Locating and Organizing Information:

- Use alphabetizing skills independently to locate information in dictionary, encyclopedia, glossary and card catalog
- Identify diacritical marks, schwa, guide words, entry word
- Locate specific information from reference material
- Use table of contents with facility
- Make a simple outline
- Classify information

- Organize information from one source
- Summarize information
- Extend use of globes, maps, etc.

Selecting, Evaluating and Recalling Information:
- Continue to select suitable reading materials for different purposes
- Extend ability to gather relevant facts

Mastering Mechanics of Silent and Oral Reading:
- Adjust rate of reading for specific purpose
- Continue practice of skimming
- Scan independently to locate specific information
- Further develop the ability to read aloud with proper emphasis and clear pronunciation

Texts:

Friends Far and Near
Friends Far and Near - Workbook
Self-Help Activities
Sounds and Syllables - Level 5 (Ginn Word Enrichment Program)

Supplementary Materials:

Specific Skills Series, Books C,D,E (Barnell Loft, Ltd.)
Phonics We Use, Book C & D (Lyons & Carnahan)
Continental Press Worksheets
SRA Reading Laboratory IC
Teacher-made materials
More Roads to Follow (Scott Foresman)

Evaluation:

Ginn Achievement Test
Unit Tests - Ginn Manual *
Durrell Informal Inventory*
Informal Reading Inventory*
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 10 - 79 words) Pupil_______________

Motivation: Forest fires strike terror to people who live near a forest. Let's read to find out one of the ways used to stop a fire from spreading.

10 "It's a forest fire and a bad one," said Father;
19 "Everyone get some buckets and shovels and axes! Hurry!
31 These woods are so dry that a fire will spread fast. I
45 think we can dig a ditch in time to head it off if we
46 hurry!"
56 All the men started up the hill with buckets, axes,
58 and shovels.
69 "How can a ditch stop a forest fire?" Katy asked David.
79 "Fire can't jump a wide ditch of earth", David said.

COMPREHENSION CHECK

Fact 1. What things did Father ask everyone to bring: (buckets, shovels, axes)
Fact 2. Why would the fire spread fast? (woods were dry)
Inf. 3. Where would the men dig the ditch? (near the fire)
Fact 4. Why would digging a ditch help? (Fire could not jump over a ditch)
Voc. 5. Find the word that means "to move quickly from one place to another." (spread)
Inf. 6. Who did not know that a ditch would help? (Katy)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
4	95	Instructional
8	90	Frustration

Comprehension

None	99	Independent
1	75	Instructional
3	50	Frustration

LEVEL 11

REINFORCEMENT OR ENRICHMENT LEVEL

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in Fun and Fancy or Doorway to Adventure

Phonetic Analysis:
- Master recognition of all letters of the alphabet in cursive writing

Structural Analysis:
- Extend the study of digraphs
- Extend the study of compound words
- Master the study of hyphenated words
- Recognize root form when in different positions
- Recognize change in root form: f changed to v before es is added (wolf-wolves)
- Find derived form of words(muddy, rainy, teacher, actor, busily)
- Master prefixes - be, a, re
- Master suffixes - er, est, ed
- Extend knowledge of schwa sound
- Recognize prefixes and suffixes as syllabic units
- Pronounce syllabic consonant n (button-butt'n)(little-litt'l)
- Extend study of accented and unaccented syllable
- Extend study of division of words with vowel digraphs
- Recognize that each syllable has a vowel sound
- Extend study of vowel sound in open and closed syllable (po ta to-open-long sound, pis ton-closed short sound) for syllabication

Context Clues:
- Use context clues to determine meaning and pronunciation

Comprehension Skills

Main Idea:
- Recognize main idea may appear at the beginning, middle or end of a paragraph
- Arrange main ideas in sequence
- Find summarizing sentence
- Summarize main idea of a story

Details:	- Read and follow directions - Read for detail and accurate recall - Identify quotations - Read to prove or refute answers to questions
Sequence:	- Recall and arrange events in sequential order independently - Draw conclusions based upon a series of related episodes - Use sequential order to make interpretations and predictions
Inferential and Critical Reading:	- See cause and effect relationships - Read for clues that reveal character traits - Make comparisons and contrasts - Draw conclusions; make gereralizations - Make judgments, inferences and form opinions - Detect mood and setting of a situation - Recognize the difference between opinion and fact - Distinguish fact from fancy - Distinguish true from untrue - Distinguish between probable and improbable - Distinguish between relevant and irrelevant - Note figurative language - Read and interpret poetry

Study Skills

Following Directions:	- Extend ability to follow written directions independently
Locating and Organizing Information:	- Extend use of card catalog - Use alphabetizing skills beyond second letter to locate information in dictionary, encyclopedia, glossary and card catalog - Identify diacritical marks, schwa, guide words, entry words, respelling and select correct definition - Organize information from one source - Extend knowledge of outlining by making an outline from notes

- Summarize information
- Extend use of maps, globes to locate and identify locations

Selecting, Evaluating and Recalling Information:
- Select suitable reading material for specific purpose
- Recognize literary forms (play, folktale, etc.)
- Extend ability to gather relevant facts

Mastering Mechanics of Silent and Oral Reading:
- Adjust rate of reading for specific purpose
- Continue to develop the ability to read aloud with proper emphasis and clear pronunciation

Texts:

Fun and Fancy
Doorway to Adventure
More Sounds and Syllables (Ginn Word Enrichment Series) Level 6

Supplementary Materials:

SRA Reading Laboratory IC
Phonics We Use - Book D (Lyons & Carnahan)
Specific Skills Series, Books C,D, & E (Barnell Loft, Ltd.)

Evaluation:

Ginn Fourth Reader Readiness Test for Roads to Everywhere
Informal Reading Inventory*
Unit Tests - Ginn Manual*
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 11 - 86 words) Pupil______________

Motivation: Do you know what an orphan is? Read to find out about a trip one orphan took.

11 Once upon a time, in a village, there lived a boy
20 named Dick Whittington. He had no mother and no
27 father. He was alone in the world.

37 Dick had often heard the men of the village talk
46 about a great city called London. They said the
51 streets were made of gold.

61 Dick thought, "I'd like to see the great city of
71 London. I might find work there. Then I would have
75 some of the gold."

85 So Dick Whittington set out for the great city of
86 London.

COMPREHENSION CHECK

Fact 1. Did Dick live in a village or a city? (village)
Inf. 2. What do you think probably happened to Dick's parents? (they died)
Fact 3. What city did Dick want to visit? (London)
Fact 4. What two things did Dick want to find in London? (work, gold)
Voc. 5. Give an expression that means the opposite of "alone." (with someone)
Fact 6. Who often talked about London? (the men of the village)
Fact 7. With what did Dick think the streets of London were covered? (with gold)
Inf. 8. Do you think Dick was ambitious? (yes, he wanted to find work)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
4	95	Instructional
13	90	Frustration

Comprehension		
None	90	Independent
2	75	Instructional
4	50	Frustration

LEVEL 12

LEVEL REQUIREMENTS

Readiness for Independent Study

A Resource Level to be taught by the Librarian and Resource Teacher.

1. How to use the library

    a. Review layout and card catalogue
    b. Choosing books for specific purposes (Dewey Decimal System)

2. How to use reference sources in school and public libraries

    a. Introduction to use of the encyclopedia
    b. Improved speed, skill and proficiency in the use of dictionaries
    c. Yearbooks and almanacs
    d. Indexes
    e. Other reference books
    f. Atlases and gazeteers
    g. Abstracts

3. Fundamental skills of writing reports

    a. Selecting a topic
    b. Narrowing theme
    c. Preliminary research
    d. Basic approaches -

        1. Contrasting
        2. Tracing
        3. Criticizing
        4. Linking
        5. Identifying

    e. How to organize ideas
    f. How to outline
    g. Note-taking
    h. Quoting
    i. Paraphrasing
    j. Footnoting
    k. Writing first draft
    l. Grammar check
    m. Bibliography
    n. Typing requirements (optional)

4. Oral pupil reports

    a. Responsibilities of the speaker
    b. Responsibilities of the audience
    c. Standards or guides for harmonious, productive discussion

5. Refined skills of group work
    a. Group members
    b. Group leaders

Materials and Experiences:

- Trip to Hartford Public Library
- Trip to Avon Public Library
- The Harcourt Brace School Dictionary Workbooks I and II
    - Programmed exercises and tests on basic dictionary skills
- Dictionary Worksheets
- How to Use an Encyclopedia, World Book Encyclopedia Workbooks 1, 2 or 3
- About Writing Reports, A Scriptographic Unit of Knowledge
- Better Reading, Gainsburg & Spector
- Eye-Gate Filmstrips
    - A. Introduction to the card catalog
    - B. Explaining the Dewey Decimal Classification System
    - C. Using reference material
- Worksheets on our library
- Role playing

LEVEL 13

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary: - Master vocabulary in Roads to Everywhere

Phonetic Analysis:

- Gain facility in associating correct sounds with all vowel variants in conjunction with dictionary skills
- Recognize that initial or final sounds may be a combination of consonants one of which is silent, e.g., gn,mb,ph
- Extend the study of digraphs

Structural Analysis:

- Recognize compound word formed with a known word and an unknown word when the new word may not be in the oral vocabulary, e.g., downcast
- Master root form when in different positions, e.g., selfless, and unselfish, himself
- Master change in root form: f changed to v before es is added (wolf-wolves)
- Learn prefix - dis
- Learn suffixes - able,ese,ful,ish, ment,ness,ward,th,teen,ly
- Understand that each syllable has a vowel sound and that a word has as many syllables as it has vowel sounds
- Learn that ed is a separate syllable when it is added to words ending in d or t; e.g. suggested, folded
- Recognize that "en" when added to a noun makes a descriptive adjective (golden,wooden) and when added to a verb, denotes completed action (fallen, written)
- Apply rules of syllabication in attacking words:
  1. When one vowel letter is in a word the vowel usually has the short sound unless it is at the end of a word.
  2. When two vowels appear together, the first is usually long and the second silent (feel, wait, oak)

Context Clues:	- Use context clues to determine meaning and pronunciation

Comprehension Skills

Main Idea:	- Summarize main ideas of a story - Read to recall specific details to support main idea and to verify answers and opinions - Select and outline main and subordinate ideas - Find summarizing sentence
Details:	- Associate events with titles and sub-titles - Read to prove or refute answers to questions - Develop the ability to use details in preparing material for oral or written presentation
Sequence:	- Read and arrange events in sequential order independently - Draw conclusions based on a series of related incidents - Use sequential order to make interpretations and predictions
Inferential and Critical Reading:	- Recognize cause and effect relationship - Read for clues that reveal character traits - Make comparisons and contrasts - Draw conclusions; make generalizations - Make judgments, inferences and form opinions - Detect mood and setting of a situation - Recognize the difference between opinion and fact - Distinguish fact from fancy - Distinguish true from untrue - Distinguish probable from improbable - Distinguish relevant from irrelevant - Discriminate between serious and humorous - Recognize slant, bias and propaganda - Recognize author's purpose, mood and use of imagery, similes and metaphors

- **Recognize different forms and styles of writing-prose, poetry, short story, essay, science fiction, journalism, etc.**
- **Read and interpret poetry**

Study Skills

Following Directions:

- **Extend the ability to follow written directions independently**

Locating and Organizing Information:

- **Locate information in dictionary, encyclopedia, glossary and card catalog, newspapers, and magazines**
- **Recognize diacritical marks**
- **Identify schwa, guide words, entry word, respelling and select correct definition**
- **Extend outline technique using major and minor headings**
- **Summarize information**
- **Organize information from one source**
- **Develop content vocabulary**
- **Develop the ability to read and follow diagrams, charts, schedules**
- **Extend knowledge of map symbols**

Selecting, Evaluating and Recalling Information:

- **Select suitable reading materials for different purposes**
- **Recognize literary forms (play, folktale, etc.)**
- **Begin to select more than one source for information**

Mastering Mechanics of Silent and Oral Reading:

- **Extend skill of effective delivery in oral reading**
- **Adjust rate of reading for specific purpose**

Texts:

Roads to Everywhere
Roads to Everywhere Workbook
Self-Help Activities
Working With Words (Ginn Word Enrichment Series)

Evaluation:

Ginn Achievement Test
Unit Tests - Ginn Manual
Informal Reading Inventory
Durrell Informal Inventory
Teacher Evaluation

INFORMAL READING INVENTORY

(LEVEL 13 - 190 words) Pupil___________

Motivation: Can you imagine what fun it would be to wash an elephant? Read to see how Totarem feels about washing one.

10 Totarem had long since forgotten to be afraid, and he
21 even dared to scrub in the elephant's big ears and around
24 her little eyes.
35 That evening when he went home, he had money in his
47 pocket, and he was so proud that he called all his friends
58 together to tell them what a wonderful boy he was. And
65 he pulled the gray kitten's tail again.
74 When Saturday came, Jai and two village boys followed
85 Totarem into the city and to the pool. The keeper lay
96 down and went to sleep under the wild fig tree. And
104 Totarem began scrubbing behind the elephant's ears as
114 though he had been cleaning elephant's ears all his life.
123 "Oh my grandfathers!" said one of the boys, "Her
133 right ear is as large as my father's dinner plate."
143 "Her left ear is the size of my uncle's umbrella,"
151 said the other boy. "Aren't you afraid, Totarem?"
160 "Oh my, no," said Totarem, "The elephant may be
170 enormous with ears like umbrellas, but she is as stupid
173 as a mountain."
186 He began to jump up and down on her back to show them
190 how brave he was.

COMPREHENSION CHECK

Fact 1. What part of the elephant did Totarem scrub? (ears, eyes)

Fact 2. On what day of the week did Totarem go to the pool? (Saturday)

Inf. 3. How do you think Totarem could reach the elephant's ears? (have elephant lie down)

Inf. 4. What was 'brave' about Totarem jumping on the elephant's back? (elephant might have attacked)

Voc. 5. What does "scrubbing" mean? (washing hard)

Fact 6. What kind of tree did the keeper sleep under? (fig)

Fact 7. To what did the boys compare the elephant's ear? (Father's dinner plate; uncle's umbrella)

Fact 8. Did Totarem think the elephant wise or stupid?(stupid)

Voc. 9. "To dare" means________(to ignore the danger and try anyway)

Fact 10. What did Totarem have in his pocket? (money)

EXPLANATION

Vocabulary

Errors	%	Level
2	99	Independent
10	95	Instructional
19	90 or less	Frustration

Comprehension

0	99	Independent
3	75	Instructional
5	50 or less	Frustration

LEVEL 14

LEVEL REQUIREMENTS: REINFORCEMENT

Functional Skills

A. Improved coordination and mobility
B. Better directional attack

Comprehension fundamentals

A. Heightened attention and concentration
B. Accurate and orderly perception
C. Faster thinking
D. More rapid reading
E. Vocabulary growth
F. Improved ability to interpret, analyze and evaluate reading material

MATERIALS: CONTROLLED READER: Unit 3a

Magic and Laughter (Laidlaw)
The American Adventure Series (Row, Peterson)
Phonics We Use - Book D
Specific Skills Series (Barnell Loft, Ltd.)
Continental Press Worksheets
Open Highway (Scott Foresman) Book 4

EVALUATION:

1. To achieve a comprehendable reading speed at least one year above his starting instructional level.

2. Teacher evaluation.

LEVEL 15

LEVEL REQUIREMENTS: ENRICHMENT

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in Down Story Roads

Phonetic Analysis:
- Master skill of associating correct sounds with all vowel variants in conjunction with dictionary skills
- Master sounds of all digraphs
- Continue to recognize that initial or final sounds may be a combination of consonants, one of which is silent

Structural Analysis:
- Recognize compound word formed with a known word and an unknown word when the new word may not be in the oral vocabulary, e.g. downcast
- Recognize that "en" added to a noun makes a descriptive adjective and when added to a verb, it denotes completed action
- Master prefix - dis
- Master suffixes-able, ese, ful, ish, ment,ness,ward,th,teen,ly
- Master the pronunciation of ed after t or d as a separate syllable
- Learn points of division: when two consonants come between two sounded vowels, the word is usually divided between the consonants (vc/cv) e.g. but ter - der by; and when one consonant comes between two sounded vowels, the word is usually divided just before the consonant (v/cv) e.g., ho tel

Context Clues:
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:
- Extend skill of selecting main idea to printed material in which the main thought is not clearly stated, or is stated over several paragraphs
- Summarize main ideas of a story

Details:

- Relate details to each other according to purpose; e.g. time sequence, categories,etc.
- Recognize related ideas in several sentences and combine these into one sentence
- Develop ability to use details in preparing material for oral or written presentation
- Read to prove or refute answers or questions

Sequence:

- Develop understanding of time, place and thought in more complex material
- Draw conclusions based upon a series of related episodes
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- Recognize cause and effect relationship
- Read for clues that reveal character traits
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inference, and form opinions
- Detect mood and setting of a situation
- Recognize slant, bias, propaganda
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant
- Distinguish between serious or humorous
- Recognize different forms and styles of writing-prose, short-story, essay, science fiction, journalism, etc.
- Recognize author's purpose, mood and use of imagery, similes and metaphors
- Read and interpret poetry

Study Skills

Following Directions:

- Extend the ability to follow written directions independently

Locating and Organizing Information:

- Locate relevant information using dictionary, glossary, encyclopedia, card catalog, newspaper and magazines
- Understand diacritical marks, schwa, guide word, entry words, respelling, and select the correct definition
- Locate and organize information from more than one source
- Summarize information
- Extend outline technique using major and minor headings
- Develop content vocabulary
- Continue to develop ability to read and follow diagrams, charts, schedules, maps, etc.

Selecting, Evaluating and Recalling Information:

- Select suitable reading materials for different purposes
- Extend recognition of literary forms
- Select information from several sources

Mastering Mechanics of Silent and Oral Reading:

- Adjust rate of reading for specific purpose
- Extend skill of effective delivery in oral reading

Texts:

Down Story Roads
Ventures (Scott Foresman)

Evaluation:

Ginn Readiness Test for Trails to Treasure
Unit tests - Ginn Manual*
Informal Reading Inventory*
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 15 - 110 words) Pupil____________

Motivation: This story is about two young boys, hunting in Minnesota. Read to learn how this part of the country looks.

10 Waino and Ivar had been hunting all day, but they

21 had not found any deer - not even a bear. Ivar was

31 pretty certain that he had shot a rabbit with his

39 thousand-shooting air gun, but the rabbit was pretty

49 sure that he hadn't. They slid down the rolling hills

57 above Birora, Minnesota, on their hickory skis and

59 started home.

71 All the hills of the Iron Range are made of red or

79 purple iron ore and covered thickly with evergreens -

90 fir, spruce and cedar. The roads are red with iron ore

101 in the summer and green with trees. In the long winter

110 of that northern country they are white and green.

COMPREHENSION CHECK

Fact 1. What did Waino and Ivar like to do? (hunt)
Fact 2. What animal did Ivar think he had shot? (rabbit)
Fact 3. Where is Birora? (Minnesota)
Fact 4. What are the hills of Iron Range made of? (red or purple ore)
Voc. 5. Name some evergreens. (fir, spruce, cedar)
Voc. 6. What word describes the hills? (rolling)
Inf. 7. Why are the trees green in the winter? (they are evergreens)
Inf. 8. How do you know Waino and Ivar were unsuccessful hunters? (they "had not found any deer-not..a bear")
Fact 9. How did the boys get down the hills? (they skied)
Fact 10. Of what were the skis made? (hickory)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
5	95	Instructional
11	90	Frustration

Level 15 - 110 words-continued

Comprehension

Errors	%	Level
0	99	Independent
3	75	Instructional
5	50	Frustration

LEVEL 16

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in Trails to Treasure

Phonetic Analysis:
- Learn exceptions to rule for pronunciation of digraphs; variant sounds
- Extend knowledge of silent consonants to arrive at generalization; initial g before n and initial w before r are usually silent (gnaw, wring)

Structural Analysis:
- Use and identify the appropriate pitch contour to identify nouns and verbs (con'flict, con flict')
- Learn prefixes - im,ir,non,ant, ex, tele
- Learn suffixes - ese,ance,ence,ant, hood,ion,ation,est,ous,ship,al,or
- Master separating words with digraphs into syllables
- Learn that words containing le are divided just before the preceding consonant (tur tle)
- Recognize compound word formed with a known word when the new word may not be in the oral vocabulary. e.g., downcast

Context Clues:
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:
- Use main idea for outlining, in paragraphs, making notes
- Summarize main idea of a story
- Extend skill of selecting main idea to printed material in which the main thought is not clearly stated or is stated over several paragraphs
- Relate details to each other according to purpose, e.g. time sequence, categories

Details:
- Recognize and arrange the sequence of ideas
- Read to prove or refute answers to questions

- Develop the ability to use details in preparing materials for oral and written presentation

Sequence:

- Understand story plot and continuity
- Extend understanding of sequence in time, place, and thought in more complex material
- Draw conclusions based upon a series of related episodes
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Read for clues that reveal character traits
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inferences and form opinions
- Detect mood and setting of story
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant ideas
- Distinguish between serious and humorous
- Note figurative language
- Recognize different forms and styles of writing-prose,poetry, short story,essay,science fiction, journalism, etc.
- Recognize author's purpose, mood and use of imagery, similes and metaphors
- Read and interpret poetry
- Recognize slant, bias and progaganda

Study Skills

Following Directions:

- Increase competence in following complex written directions

Locating and Organizing Information:

- Locate relevant information using dictionary, encyclopedia, glossary, card catalog, newspapers and magazines
- Introduce use of the almanac
- Understand diacritical marks, schwa, guide words, entry words, respelling and select correct definition
- Extend outline techniques using major and minor headings
- Organize information from more than one source
- Summarize information
- Develop content vocabulary
- Develop ability to read and follow diagrams, charts, schedules,maps
- Develop ability to interpret graphs and other visual aids

Selecting, Evaluating and Recalling Information:

- Select suitable reading materials for different purpose
- Extend recognition of literary forms

Mastering Mechanics of Silent and Oral Reading:

- Adjust rate of reading or specific purpose
- Extend skill of effective delivery in oral reading

Texts:

Trails to Treasure
Trails to Treasure Workbook
Self-Help Activities

Evaluation:

Ginn Achievement Test
Unit tests - Ginn Manual
Informal Reading Inventory
Teacher evaluation
Durrell Informal Reading Inventory

INFORMAL READING INVENTORY

(LEVEL 16 - 191 words) Pupil______________

Motivation: Dogs called "huskies" provide much of the transportation in the cold, frozen North. See how important they become when they carry medicine to the sick.

9 "Things are worse in Nome," Olson told Seppala. "Another
19 death." His fingers were busy tying his package to the
25 sled. "You made good time, Seppala."
34 Then Olson and his seven dogs were off. Twenty-five
44 miles later, with his dogs almost frozen, Olson handed the
54 antitoxin to Gunnar Kasson. It was eight o'clock Sunday night
65 Gunnar Kasson, who lived in Nome, had been waiting in an
76 empty cabin for two days and nights. With him were thirteen
81 of the North's best huskies.
93 As he took the package from Olson he said, "I am going
104 to take the antitoxin into the cabin for a few minutes.
112 It may have frozen in the terrible wind."
123 The men waited inside the cabin for two hours, but the
132 weather kept getting colder. It was now thirty below
142 zero. Snow was beginning to fall. Kasson knew a snowstorm
153 made dangerous going, but he said, "There is no use waiting
155 any longer."
164 Stepping outside, he called his lead dog, "Hey, Balto!"
174 The words seemed to be lost in the falling snow.
184 Thirteen balls of fur scrambled out of their warm snow
191 nests at the sound of Kasson's voice.

COMPREHENSION CHECK

Fact 1. How many dogs did Olson use to pull his sled? (seven)

Fact 2. Who lived in Nome? (Kasson)

Fact 3. How far did the dogs pull the sled before reaching Kasson? (twenty-five miles)

Voc. 4. Give a synonym and antonym for "worse" (not good, bad; better)

Inf. 5. List two ways in which driving a sled in the snow might be dangerous? (icebreak or snowbound)

Inf. 6. What was meant by "thirteen balls of fur"? (the dogs)

Inf. 7. How do you know the dogs were well trained? (they came when they were called)

Fact 8. Name the lead dog. (Balto)

Inf. 9. Why did Kasson take the antitoxin into the cabin? (fear of it being frozen)

Fact 10. How cold did it get? (thirty below zero)

EXPLANATION

Vocabulary

Errors	**%**	**Level**
2	**99**	**Independent**
10	**95**	**Instructional**
20	**90**	**Frustration**

Comprehension

1	**99**	**Independent**
3	**75**	**Instructional**
5	**50**	**Frustration**

LEVEL 17

LEVEL REQUIREMENTS: REINFORCEMENT

Develop versatile reading speed.

A. Skimming rate
B. Scanning rate
C. Study rate

Read to answer different types of questions: who, what, when, where, how and why.

Reinforce reference skills.

Determine rate of reading to fit the kind of reading material.

Question prior to reading.

MATERIALS:

Reading For Understanding (SRA Kit)
Reader's Digest Reading Skill Builders, 5^1, 5^2, 5^3
Reading Caravan Series:
  Silver Web
  Treasure Gold
  Peacock Lane
Continental Press Worksheets
The Blue Sky Book (Singer)
Read-Study-Think (Weekly Reader)
Specific Skills Series - (Barnell Loft, Ltd.)
Phonics We Use - Book E, F
Open Highways - Book 5 (Scott Foresman)

EVALUATION:

1. **Self-evaluation**
2. **Teacher tests**
3. **Teacher evaluation**

LEVEL 18

LEVEL REQUIREMENTS: ENRICHMENT

Word Analysis Skills

Sight Vocabulary:	- Master vocabulary in Along Story Trails
Phonetic Analysis:	- Learn exceptions to rules for pronouncing digraphs; variant sounds - Extend knowledge of silent consonants to arrive at generalization, g before n and w before r are usually silent (gnaw - wring)
Structural Analysis:	- Recognize compound words formed with a known word and unknown word when the new word may not be in the oral vocabulary, e.g. downcast - Refine skills in arriving at root form by identifying more common prefixes, suffixes and variants - Learn that ck usually joins the preceding vowel to form a syllable (pick le) - Use and identify the appropriate pitch contour to identify nouns and verbs
Context Clues:	- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:	- Make generalizations on basis of the evaluation of main ideas from several sources - Summarize main ideas of a story - Extend skill of selecting main idea to printed material in which the main thought is not clearly stated, or is stated over several paragraphs
Details:	- Develop the ability to use details in preparing material for oral or written presentation - Read to prove or refute answers to questions - Recognize and arrange sequence of ideas

- Relate details to each other according to purpose,time, sequence, categories,etc.

Sequence:

- Extend understanding of sequence of time, place and thought in more complex material and record details
- Draw conclusions based upon a series of related episodes
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Read for clues that reveal character traits
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inferences, and form opinions
- Detect mood and setting of a situation
- Recognize the difference between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant
- Recognize author's purpose, mood and use of imagery, similies and metaphors
- Discriminate between serious and humorous
- Recognize different forms and styles of writing-prose,short story, essay, science fiction, journalism, etc.
- Recognize slant, bias and propaganda
- Evaluate sources of validity and reliability
- Read and interpret poetry

Study Skills

Following Directions:

- Increase competence in following complex written directions

Locating and Organizing Information:	- Locate and organize relevant information using dictionary, encyclopedia, glossary, card catalog, almanac, newspapers and magazines - Understand diacritical marks, schwa, guide and entry words, respellings, and select correct definition - Extend outline technique using major and minor headings - Summarize information - Develop content vocabulary - Extend ability to read and follow diagrams, charts, schedules, maps - Extend ability to interpret graphs and other visual aids
Selecting, Evaluating and Recalling Information:	- Evaluate sources for validity and reliability
Mastering Mechanics of Silent and Oral Reading:	- Adjust rate of reading for specific purposes - Extend skill of effective delivery in oral reading

Texts:

Along Story Trails
Along Story Trails Workbook
Self-Help Activities
Vistas (Scott Foresman)

Evaluation:

Unit tests - Ginn Manual
Ginn Readiness Test for Wings to Adventure
Informal Reading Inventory
Teacher evaluation

INFORMAL READING INVENTORY

(LEVEL 18 - 137 words) Pupil______________

Motivation: This is a story about a very brave mongoose. A mongoose is an animal that lives in India. Read to find out what he looks like and what he does.

10 This is the story of the great war that Rikki-tikki-tay
18 fought single-handed, through the bathroom of the big
25 bungalow, in Segowlee cantonment. Darzee, the tailorbird,
34 helped him and Chuchundra, the muskrat, who never comes
45 out in the middle of the floor, but always creeps around
55 by the wall, gave him advice; but Rikki-tikki did the
57 real fighting.

69 He was a mongoose, rather like a little cat in his fur
82 and his tail, but quite like a weasel in his head and his
93 habits. His eyes and the end of his restless nose were
102 pink; he could scratch himself anywhere he pleased, with
114 any leg, front or back, that he chose to use; he could
125 fluff up his tail till it looked like a bottle-brush, and
136 his war cry as he scuttled through the long grass was:
137 "Rikk-tikk-tikki-tikki-tchk."

COMPREHENSION CHECK

Fact 1. What kind of animal is Rikki-tikki? (a mongoose)
Fact 2. Was Rikki-tikki brave or cowardly? (brave)
Fact 3. Who was Darzee? (the tailorbird)
Fact 4. Who was Chuchundra? (the muskrat)
Inf. 5. How do you know the muskrat wasn't a fighter? (he gave advice)
Inf. 6. What weapons did Rikki-tikki probably use? (paws,teeth)
Voc. 7. What animal resembles a mongoose? (cat, weasel)
Voc. 8. When the mongoose scuttled how did he move? (quickly)
Fact 9. Name the object which Rikki-tikki's tail resembled. (bottle-brush)
Fact 10. What did Rikki-tikki do as he hurried through the grass? (cried out his war cry)

EXPLANATION

Vocabulary

Errors	%	Level
1	99	Independent
7	95	Instructional
14	90	Frustration

Comprehension

None	99	Independent
3	75	Instructional
5	50	Frustration

LEVEL 19

LEVEL REQUIREMENTS

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in Wings to Adventure

Phonetic Analysis:
- Learn exceptions to digraph rule (dread-short e)(aisle-long i)
- Extend knowledge of silent consonants to arrive at generalizations

Structural Analysis:
- Recognize compound word formed with a known word and an unknown word when the new word may not be in the oral vocabulary, e.g. downcast
- Recognize effect of affixes on meaning (fortunate, unfortunate, unfortunately)
- Learn prefixes-combining forms (counter, mis)
- Learn suffixes-meaning and use of able, ible, al, ic. etc.
- Master principles of syllabication as a means of decoding new words
- Learn syllables-dividing words at end of line
- Use and identify the appropriate pitch contour to identify nouns and verbs-(conflict' con'flict)

Context Clues:
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:
- Summarize main ideas of a story
- Use main idea for outlining in paragraphs, make notes, recall specific information
- Extend skill of selecting main idea to printed material in which the main thought is not clearly stated or is stated over several paragraphs
- Make generalizations on basis of the evaluation of main ideas from several sources

Details:

- Use details in preparing material for oral and written presentation
- Read to prove or refute answers to questions
- Relate details to each other according to purpose, e.g. time sequence, categories, etc.

Sequence:

- Recognize and arrange sequence of ideas
- Extend understanding and record sequence of time, place and thought in more complex material and record details
- Use sequential order to make interpretations and predictions
- Draw conclusions based upon a series of related episodes

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Interpret attitudes, emotions, motives, and qualities of story characters
- Make comparisons and contrasts
- Draw conclusions; make generalizations
- Make judgments, inferences and form opinions
- Detect mood and setting of a situation
- Recognize differences between opinion and fact
- Distinguish fact from fancy
- Distinguish true from untrue
- Distinguish between probable and improbable
- Distinguish between relevant and irrelevant
- Discriminate between serious and humorous
- Recognize author's purpose, mood and use of imagery, metaphors
- Recognize slant, bias and propaganda
- Evaluate sources for validity and reliability
- Recognize different forms and styles of writing: prose, poetry, short story,essay, science fiction, non-fiction and journalism
- Note figurative language
- Read and interpret poetry

Study Skills

Following Directions:
- Increase competence in following complex written directions

Locating and Organizing Information:
- Interpret research questions effectively and select key words to aid in the location of materials
- Locate and organize relevant information using dictionary, encyclopedia, glossary, card catalog, almanac, newspapers and magazines
- Understand diacritical marks, schwa, guide and entry words, respellings, and select definition
- Select correct definition
- Study more detailed organization of the outline plan
- Extend the ability to summarize giving specific attention to the significant facts when preparing a summary
- Develop a content vocabulary
- Extend the ability to interpret diagrams, charts, schedules and maps, graphs and other visual aids

Selecting, Evaluating and Recalling Information:
- Evaluate sources for validity and reliability

Mastering Mechanics of Silent and Oral Reading:
- Adjust rate of reading for specific purpose
- Extend skill of effective delivery in oral reading

Texts:

Wings to Adventure
Wings to Adventure Workbook
Self-Help Activities

Evaluation:

Ginn Achievement Test
Unit tests - Ginn Manual*
Informal Reading Inventory*
Teacher evaluation
Durrell Informal Reading Inventory*

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 19 - 253 words) Pupil____________

Motivation: Read to find the unusual way one hero went into battle against a strong and fearless enemy.

11 Saul said to David, "Thou art not able to go against
22 this Philistine to fight with him; for thou art but a
32 youth, and he a man of war from his youth."
42 And David said unto Saul, "Thy servant kept his father's
55 sheep. And when there came a lion or a bear and took a
68 lamb out of the flock, I went out after him and struck him
79 and delivered it out of his mouth. And when he arose
91 against me I caught him by his beard and struck him and
103 killed him. The Lord, who delivered me out of the paw of
116 the lion and the paw of the bear, he will deliver me out
122 of the hand of this Philistine."
133 And Saul said unto David, "Go, and the Lord be with
144 thee." Saul armed David with his armor, and he put a
155 helmet of brass upon his head and gave him his sword.
165 And David said unto Saul, "I cannot go with thee,"
178 and he put them off him. And David took his staff in his
189 hand, and chose five smooth stones out of the brook, and
201 put them in the shepherd's bag which he had. And his sling
212 was in his hand, and he drew near to the Philistine.
222 When the Philistine saw David, he sneered at him, for
235 David was but a youth. And he said to David, "Come to me,
248 and I will give they flesh unto the birds of the air and
253 the beasts of the field."

COMPREHENSION CHECK

Fact 1. Whom was David fighting? (the Philistine)
Inf. 2. How do you know David was young? (Saul's words, first sentence)
Inf. 3. How do you know David's enemy was an experienced soldier? (Saul's words, first sentence)
Fact 4. What animals attacked the lambs? (lions,bears)
Fact 5. Who was the protector of David? (the Lord)
Fact 6. What did Saul put on David's head? (a helmet)
Voc. 7. What was used to throw stones? (a sling)
Voc. 8. List a synonym for "sneered". (looked unpleasantly)
Fact 9. What did David choose for weapons? (stones)
Fact 10. Did the Philistine believe he could beat David? (yes)

EXPLANATION

Vocabulary

Errors	%	Level
3	99	Independent
13	95	Instructional
25	90	Frustration

Comprehension

0	99	Independent
3	75	Instructional
5	50	Frustration

LEVEL 20

LEVEL REQUIREMENTS: REINFORCEMENT

Reinforcing skills taught on previous levels with specific attention to:

A. Phonetic skills
B. Structural analysis skills
C. Dictionary skills

Comprehension skills using S.Q.R. (Survey,question,read)

Building reading rate

Listening skills using T.Q.L.R. (Tune-in,question,listen,review)

Critical thinking

MATERIALS:

S.R.A. Reading Laboratory II C
Specific Skill Series (Barnell Loft, Ltd.)
Continental Press Worksheets
Aboard the Story Rocket (Singer)
Teacher-prepared materials
Read-Study-Think (Weekly Readers, Grade 6)
Phonics We Use - Book 6
Open Highway - Book 6 (Scott Foresman)

EVALUATION:

1. **Self-evaluation**

2. **Vocabulary**

3. **Teacher evaluation**

LEVEL 21

LEVEL REQUIREMENTS: ENRICHMENT

Word Analysis Skills

Sight Vocabulary:
- Master vocabulary in *On Story Wings*

Phonetic Analysis:
- Learn exceptions to rules for pronouncing digraphs, variant sounds, e.g. dread, aisle
- Extend knowledge of silent consonants to arrive at generalizations

Structural Analysis:
- Recognize compound words formed with a known word and unknown word when the new word may not be in the oral vocabulary, e.g. downcast
- Become aware of the change in functions of some words as suffixes are added to them (verb "stop" becomes noun "stoppage")
- Use and identify the appropriate pitch contour to identify nouns and verbs, e.g. con'flict, con flict

Context Clues:
- Use context clues for meaning and pronunciation

Comprehension Skills

Main Idea:
- Make generalizations on basis of the evaluation of main ideas from several sources
- Select details which support main idea
- Summarize main idea of a story
- Extend the skill of selecting main idea to printed material in which the main thought is not clearly stated or is stated over several paragraphs

Details:
- Recognize and arrange sequence of ideas
- Develop the ability to use detail for oral and written presentation
- Read to prove or refute answers to questions

Sequence:

- Relate details to each other according to purpose (time sequence, categories, etc.)
- Determine sequence when it is not specifically stated using logical reasoning and placing details in parallel order
- Extend understanding and record details of sequence of time, place, thought in more complex material
- Draw conclusions based on a series of related episodes
- Use sequential order to make interpretations and predictions

Inferential and Critical Reading:

- Recognize cause and effect relationships
- Make comparisons and contrasts
- Read for clues that reveal character traits
- Make judgments, inferences, and form opinions
- Recognize the difference between opinion and fact
- Detect mood and setting of a situation
- Infer relationships not stated
- Draw conclusions; make generalizations
- Distinguish fact from fancy
- Distinguish relevant from irrelevant
- Distinguish probable from improbable
- Distinguish true from untrue
- Discriminate between serious and humorous
- Evaluate sources for validity and reliability
- Evaluate sources to determine probable point of view, prevailing views of time period in which the situation is written
- Recognize different forms and style of writing-prose, poetry, short story, essay, science fiction and journalism
- Recognize slant, bias and propaganda
- Read and interpret poetry

Study Skills

Following Directions:

- Increase competence in following complex written directions

Locating and Organizing Information	- Interpret research questions effectively - Locate and organize relevant information using dictionary, encyclopedia, glossary, card catalog, almanac, newspapers and magazines - Select key words to aid in the location of materials - Understand diacritical marks, schwa, guide and entry words, respellings and select the correct definition - Extend ability to summarize giving specific attention to the significant fact when preparing the summary - Study more detailed organization of the outline plan - Develop a content vocabulary - Develop ability to interpret diagrams, charts, schedules, maps, graphs and other visual aids
Selecting, Evaluating and Recalling Information:	- Evaluate sources for validity and reliability
Mastering mechanics of Silent and Oral Reading:	- Adjust rate of reading for specific purpose - Extend skill of effective delivery in oral reading

Texts:

On Story Wings
On Story Wings Workbook
Self-Help Activities
Cavalcades (Scott Foresman)

Evaluation:

Ginn Achievement Test
Unit tests - Ginn Manual*
Informal Reading Inventory
Teacher evaluation

* Available through the Reading Department

INFORMAL READING INVENTORY

(LEVEL 21 - 182 words) Pupil______________

Motivation: Can you imagine what it would be like to be a magician? Read to see how valuable a magician was to a king in make-believe stories.

10 It befell in the days when Uther Pendragon was king
19 over all of England, that the magician Merlin appeared
24 before the king one day.
35 "Sire," said Merlin, "I fear you have not a great while
45 to live. With your death great trouble will come upon
56 the land. Each noble will seek to become king in your
69 place. I pray you will give heed to the words I am about
71 to speak!"
81 "You are the wisest magician in all this land, Merlin,"
90 replied Uther Pendragon. "Therefore I will listen to what
94 you have to say."
104 "The child your queen is expecting will be born soon.
115 Since you have not long to live, you must make provision
121 for the child's safety," said Merlin.
132 "And what do you advise me to do?" asked the king.
142 "When the child is born," said Merlin, "have it brought
155 to me at once. I shall be waiting to receive it at the
167 postern gate of this castle. I will take it at once to
179 Sir Ector, a good knight and true, who will rear it as
182 his own child."

COMPREHENSION CHECK

Fact 1. Who was king of England? (Uther Pendragon)
Fact 2. What was Merlin's occupation? (magician)
Fact 3. List Merlin's great fear. (that the king would die)
Inf. 4. How might Merlin have obtained his information? (people in the court, rumor, etc.)
Inf. 5. How did Merlin feel about his master? (protective)
Voc. 6. What does "befell" mean? (happened)
Fact 7. When was the baby expected? ("soon")
Voc. 8. Name the word that describes the gate where the baby was to be brought. (postern)
Fact 9. Who was Ector? (a good knight)
Fact 10. Where would the child be raised? (with Ector)

EXPLANATION

Vocabulary

Errors	%	Level
2	99	Independent
9	95	Instructional
18	90	Frustration

Comprehension

None	99	Independent
3	75	Instructional
5	50	Frustration

LEVEL 22a

LEVEL REQUIREMENTS

Word Analysis

A. Extend use of:

1. Context clues
2. Phonetic and structural analysis
3. Glossary and dictionary

B. Ability to utilize wide related reading to enrich and extend word meanings

Comprehension skills

A. Extend the ability to find main ideas and supporting details

B. Extend the ability to see and to understand the sequence of ideas or events

Study skills for work-type reading

A. Ability to define a specific purpose for reading

B. Ability to adjust the method of reading to one's purpose and to the nature of the material

C. Ability to locate information

1. Skimming
2. Table of contents and index
3. Dictionary or glossary
4. Encyclopedia and other references
5. Card file and other aids for locating information in the library
6. Maps, graphs, charts, tables and pictures

D. Ability to use information

1. Evaluating information for its authenticity, accuracy, relevancy and importance
2. Following directions
3. Taking notes
4. Classifying
5. Outlining
6. Summarizing
7. Oral reporting
8. Listening critically

E. Ability to remember what is read

1. Selecting facts to be remembered
2. Using aids to retention
3. Practicing recall

F. **Ability to use S.Q.3R. (survey, question, read, review, recite) and T.Q.L.R. (tune-in, question, listen, review) study techniques.**

Creative reading skills

A. **Draw conclusions and make inferences**

B. **Anticipate events and predict outcomes**

C. **Use ideas gained through reading in a new situation**

D. **Select and use several sources of information in solving a problem**

E. **Judge the validity of information and identify writer's purpose**

F. **Distinguish between the relevant and irrelevant, or the importand and unimportant**

G. **Distinguish between cause and effect**

H. **Distinguish between fact and opinion**

Literature - Skills and Appreciation

How characteristics of different literary forms affect the writing and reading of literature

Text: DISCOVERY THROUGH READING or other materials appropriate to maturity of student

Evaluation:

1. **Teacher evaluation**
2. **Teacher tests**
3. **Unit tests**
4. **Informal reading inventory**

Informal Reading Inventory

Student________________ LEVEL 22 Grade____________

Section____________

DISCOVERY - Oral - 143 words

________Selection read by child ______Selection read to child

INITIAL PROCEDURE

With a dozen lively children in the family, the Gilbreth household was seldom without excitement or crisis. Mrs. Gilbreth, a consulting engineer and efficiency expert, had known the Hoovers well for many years in California where her husband and Mr. Hoover were engineers. Later, as a widow, she visited them frequently in Washington after Mr. Hoover had become President and had appointed her to his national advisory committee on employment. Read aloud from the following selection to find out as much as you can about the preparations of the six children when they are invited to visit the White House.

Mother told Frank she had business in Washington and wouldn't be able to return to Montclair to supervise the boys' preparations. They were to wear their best suits and, of course, white shirts and black shoes. If they took an early morning train from Newark, they'd get to Washington about lunchtime. Mother would be waiting for them at her hotel, and they could come to her room and clean up before the reception.

Bill, who was now a senior in high school and currently in charge of the checking account, withdrew enough cash to cover three full and three half tickets to Washington and return. It seemed a lot of money, and both Bill and Frank thought it would be cheaper to make the trip by car. They felt sure that, once they arrived in Washington and explained to Mother about the saving, she would approve too.

READING RATE:

_________ - ___________ WPM
seconds

SUITABILITY IN TERMS OF WORD ERRORS

_____Suitable (1-17 errors)
_____Marginal (8-17 errors)
_____Unsuitable (18 + errors)

SYMPTOMS:

_____Word-by-word reading
_____Inadequate phrasing
_____Reads slowly and haltingly
_____Inattention to punctuation
_____Strained, high-pitched voice
_____Tension movements
_____No. words added
_____Finger pointing
_____No. hesitations
_____Holds book too close
_____No. of repetitions-substitutions

1. What were the boys to wear to Washington?
2. About how long would it take to get to Washington by train?
3. How did Bill and Frank decide to travel to Washington?
4. Why did the boys feel their Mother would approve the change in traveling plans?
5. What is a reception?

_____% reading comprehension -or- _____% hearing comprehension

OVERALL SUITABILITY OF MATERIAL	WORD ERRORS		
	Word	Context	Iso.
______Independent or less	____________	______	____
______Instructional	____________	______	____
______Suitable	____________	______	____
______Marginal	____________	______	____
______Frustration	____________	______	____
	____________	______	____
	____________	______	____
	____________	______	____
	____________	______	____
	____________	______	____

LEVEL 22b

LEVEL REQUIREMENTS

Plot

- A. Plan or design for story or poem
- B. Suspense
- C. Conflict
- D. Climax
- E. Mood
- F. Setting
- G. Cause and effect
- H. Irony
- I. Tone
- J. Style

Characterization

- A. Conflict
- B. Images
- C. Flashback
- D. Universal of human nature

The art of story telling

- A. Details to create a particular impression
- B. Writer's attitude and background
- C. Theme

Myths, fables and legends

- A. Basic understanding of mythology
- B. Difference between myth, fable and legend

One Act play

- A. Teaching the technique of the dramatist
  1. Character development
  2. Character relationship
  3. Method of exposing plot

B. Difference between comedy and tragedy

Poetry

A. Meaning of poetry

B. Difference between prose and poetry

C. Meaning of the story and atmosphere of poems

D. Understanding rhythm and how it is developed

E. Types of poetry

1. Ballads
2. Narrative poems
3. Lyric poems

Text: INTRODUCTION TO LITERATURE

Evaluation:

1. Teacher tests
2. Informal Inventory

Informal Reading Inventory

Student________________ LEVEL 22 Grade__________
Section__________

DISCOVERY - Silent - 129 words

READING SELECTION

The two oldest boys were the possessors of a Model T touring car. An antique when they had acquired it the year before for $20, it had aged perceptibly under its new ownership.

The car had neither top nor fenders. The body was painted airplane silver. A six-inch red stripe, none too expertly applied, ran around the hull waterline-fashion at a point equidistant from the running boards and the top of the doors.

Starting the motor was a two-man proposition, with one person turning the crank and jiggling a wire-loop choke which protruded from the front of the radiator, and the other sitting in the driver's seat to retard the spark as soon as the engine coughed. But the three owners had done a good deal of work on the motor; it was reliable and purred like a kitten, only louder.

RATE:

__________ - __________WPM
seconds

SYMPTOMS:

Symptoms of tension/frustration noted

____

____

____

1. What kind of car did the children have?
2. How much had they paid for the car?
3. What does perceptibly mean?
4. After reading the description of the car, do you think it is wise to decide to go to Washington in it? Why or why not?
5. Where was the red stripe on the car?

__________% reading comprehension -or- __________% hearing comp.

OVERALL SUITABILITY OF MATERIAL

_______________Independent or less

_______________Instructional

_____________Suitable

_____________Marginal

_______________Frustration

LEVEL 23a

LEVEL REQUIREMENTS

Vocabulary Skills

A. Extend use of:

   1. Context clues
   2. Phonetic and structural analysis
   3. Glossary and dictionary

B. Ability to utilize wide related reading to enrich and extend word meanings

Comprehension Skills

A. Extend the ability to find main ideas and supporting details

B. Extend the ability to see and to understand the sequence of ideas or events

Study Skills for Work-type Reading

A. Ability to define a specific purpose for reading

B. Ability to adjust the method of reading to one's purpose and to the nature of the material

C. Ability to locate information

   1. Skimming
   2. Table of contents and index
   3. Glossary or dictionary
   4. Encyclopedia and other references
   5. Card file and other aids for locating material in the library
   6. Maps, graphs, charts, tables and pictures
   7. Headings and other typographical aids

D. Ability to use information

   1. Evaluating information for its authenticity, accuracy, relevancy and importance
   2. Following directions
   3. Organizing material
   4. Summarizing
   5. Oral reporting
   6. Listening perceptively

E. Ability to remember what is read

   1. Selecting facts to be remembered
   2. Using aids to retention
   3. Practicing recall

Text: EXPLORATION THROUGH READING

Evaluation:

Teacher made test

Informal Reading Inventory

Informal Reading Inventory

Student______________ LEVEL 23 Grade____________

Section____________

EXPLORATION - Oral - 200 Words

__________Selection read by child _______Selection read to child

INITIAL PROCEDURE

In the Swiss Alps there is a very high mountain called the Citadel but most people of the nearby valley call it the Rudisberg-Rudi's Mountain, because of a boy named Rudi Matt. This is part of his story of the exploration of that great mountain.

"A typical mountain boy," one would have said, seeing him at a distance. But then, coming closer, one would have seen that he was not typical at all. Partly, this was because of his slimness, his lightness of muscle and bone; but even more it was in his small, almost delicate features and his fair, pink-and-white complexion. Rudi Matt hated his complexion. In summer he exposed his face for hours to the burning sun, in winter he scrubbed it violently with snow, trying to make it brown and tough and weather-stained, as a mountain man's should be. But no stain appeared. No whisker sprouted. "Angel-face," the other boys called him. Or, rather, had called him, until they learned that his fists, though small, were useful. Most of the men of Kurtal had black hair. Rudi's was blonde. Most of them had dark eyes. Rudi's were light-though exactly what color no one was quite sure. His mother called them hazel, but she saw them only when he was at home or around the village. When he left the village, when he climbed above it, they seemed to change, as the light changed. Looking up at the great peaks above the valley, they seemed to hold within themselves the gray of mountain rock, the blue of mountain sky.

READING RATE:

__________ - ___________WPM

Seconds

SUITABILITY IN TERMS OF WORD ERRORS

______Suitable (1-17 errors)

______Marginal (8-17 errors)

______Unsuitable (18 + errors)

1. Can you describe Rudi's appearance?
2. Why did he scrub his face with snow?
3. What had happened when other boys called him "Angel-face"?
4. Why did Rudi hate his complexion?
5. What seemed to make Rudi's eyes change from hazel to blue-grey?

_____% reading comprehension -or- _____% hearing comprehension

OVERALL SUITABILITY OF MATERIAL	WORD ERRORS		
	Word	Context	Iso.
	__________	_______	_____
_____Independent or less	__________	_______	_____
_____Instructional	__________	_______	_____
_____Suitable	__________	_______	_____
_____Marginal	__________	_______	_____
_____Frustration	__________	_______	_____
	__________	_______	_____

SYMPTOMS

__________ Word-by-word reading

__________ Inadequate phrasing

__________ Reads slowly and haltingly

__________ Inattention to punctuation

__________ Strained, high-pitched voice

__________ Tension movements

__________ Number of words added

__________ Finger pointing

__________ Number of hesitations

__________ Holds book too close

__________ Number of repetitions

__________ Number of substitutions

LEVEL 23b

LEVEL REQUIREMENTS

Plot Analysis

- A. Review elements of a plot
- B. Use of flashback
- C. Meaning and effect of point of view

Character Analysis

- A. Devices to reveal character - speech action thought description
- B. Motivation of behavior
- C. Meaning of biography
- D. Meaning of theme of author and setting and how both are connected with character
- E. Dramatic technique in fiction

Folklore and Tales

- A. Review plot techniques
    1. Conflict
    2. Selection of detail
    3. Point of view
    4. A character as symbolic of an idea
- B. Meaning and purpose of preface
- C. Function of analogy
- D. Meaning of anecdote
- E. Meaning and effect of verbal irony

Material: The Study of Literature

Informal Reading Inventory

Student______________ **LEVEL 23** Grade ____________

EXPLORATION - Silent - ___ Words

Rudi had ascended both glaciers. No less than five times, indeed, he had completely circled the base of the Citadel, crossing the lower ridges, climbing up one glacier and down another. He had stared upward until his neck ached and his eyes swam. He had studied every ridge and cliff and ice-wall and ledge and chimney that could be seen from below. He knew more about the approaches to the Citadel than any guide in Kurtal. And yet he still did not know enough. Still he kept coming up to the glaciers to stare again, to study, to measure. To do this, he had played truant from school - even from church. Now he was running out on his job. Always it meant tears and pleas from his mother, often harsh words from Uncle Franz. But he did not care. He kept coming back again and again. Nothing in heaven or earth could have held him from coming back.

RATE:

SYMPTOMS:

Symptoms of tension/frustration noted

__________ - ________ **WPM**
Seconds

____

____

____

1. What does ascended mean?

2. How many times had he circled the base of the Citadel?

3. Why was it important to study the approaches to the mountain?

4. In order to do his careful study of the Citadel, there were three things he had not done. Name them.

5. Why do you think it was so important for him to climb this mountain?

____% reading comprehension -or- _____% hearing comprehension

OVERALL SUITABILITY OF MATERIAL

____________Independent or less

____________Instructional

____________Suitable

____________Marginal

____________Frustration

CONFERENCES

Kindergarten

Parent conferences are held in January and June for Level 1. At this time the teacher and parents evaluate the child's progress. The readiness check list which pertains to the physical, emotional and psychological readiness is discussed. Individual conferences may be held at any time.

Primary

Primary Level II conferences are held in December and May. The first conference is to promote a better parent and teacher. The individual needs and differences of the child are discussed. By mutual agreement, the parent and teacher can work together toward a goal for the child's growth and understanding.

Intermediate

Conferences for the intermediate levels are held following the first reporting period. At these times the teacher and the parents will evaluate the student's progress, his abilities and other matters pertaining to his scholastic work. (See below for a recommended conference guide) Proper records on conference report form will be completed following each conference. These forms will be kept on file with the student's records.

It should be stressed that there is nothing sacred about these dates concerning parent conferences and that teachers (and parents) should request conferences be scheduled at any time during the school year, should the need arise.

To make the conference a worthwhile experience, the following items may be discussed:

PARENT CONTRIBUTIONS

Reaction to school
Relationship with family
Physical condition
Responsibilities
Cooperation
Friendships
Activities, hobbies, special interests
Weaknesses and strengths as viewed by parent
Physical, mental, social and emotional growth

TEACHER CONTRIBUTIONS

Special abilities as noted by teacher
Adjustment to school
Relationship with other children
Work habits
Areas of weakness
Attitude toward responsibilities
Citizenship
Effort
Attitude toward group

REPORTING TO PARENTS

Evaluation of pupil educational progress requires communication between a minimum of three persons; teacher, student and parent. Research indicates that four factors play a major part in the process. These are: achievement, ability, effort and attitude. To insure clear cut communication it is important to have adequate definition of terms. Such a set of definitions are as follows:

I. Achievement

a. The amount of learning that has occurred or knowledge that has been acquired during a certain period of time.

b. Measured by performance on tests, papers, discussions, and teacher observations of thest tasks.

II. Ability

a. Evidence of what the child can do if he tries.

b. Teacher judgment as to the amount of ability the student has is generally based on tests, previous records, and observational experience.

c. Related to growth and emotional factors which can cause it to change with time.

d. Should always be expressed in relation to a normal group or a stated population.

III. Effort

a. The amount of time, work and energy put forth by a youngster in attempting to learn.

b. How hard or to what degree a student tries to learn, measured by teacher observation.

IV. Attitude

a. The reaction of the student toward an area of study.

b. The amount of interest the pupil shows based on the teacher's estimate.

V. Discipline

Research finding, in the area of discipline, is not as clear or exact as in the area of educational growth. Rights privileges, and obligations are involved in discipline which are based upon and require a certain measure of character and maturity. Many authorities agree that maturity is a practical wisdom based on steady and socially acceptable emotional behavior. Character training may be defined as the development of habits, attitudes, values, and ideals through instruction, guidance and example.

A major aspect of discipline is the understanding by a child of the meaning and significance of education. This understanding is demonstrated by an appreciation for school. Adequate discipline requires a youngster to interact with others in a meaningful and harmonious fashion. These interactions, hopefully, serve as a way for a student to gain maturity, understanding of others and increased self-discipline.

A child's marks in self-discipline will be based on teacher observation.

- **a. Behavior in the classroom, the school itself and the playground.**
- **b. Principles of good sportsmanship.**
- **c. Appreciation for school property and authority.**
- **d. Respect and demonstration of proper manners.**

Progress reports will be issued periodically during the year. Parent conferences will be scheduled to correspond with the first reporting period. Additional conferences will be held as needed throughout the school year.

KINDERGARTEN REPORTING

Progress reports for Level I are issued in January and June.

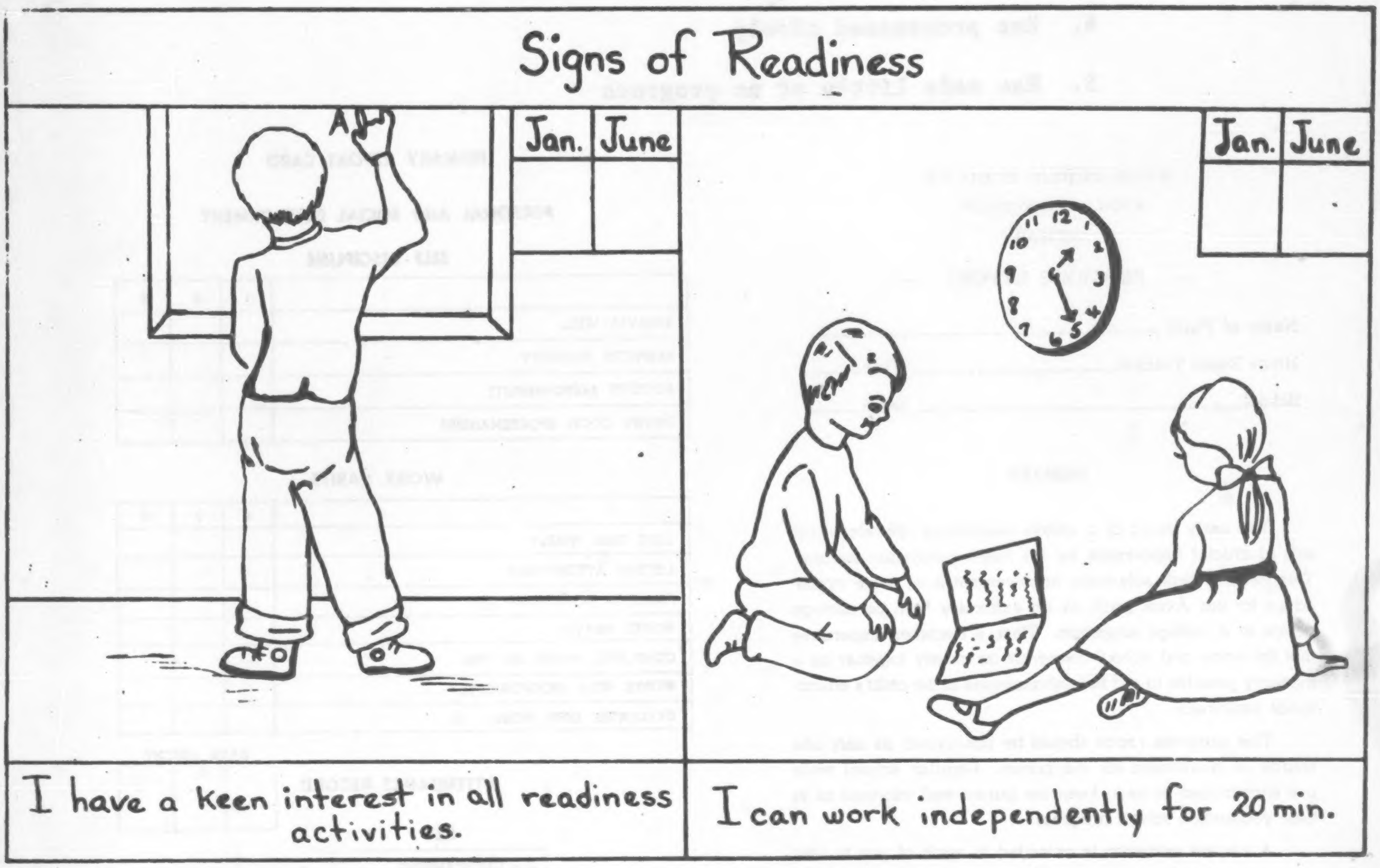
The progress report is designed to be child oriented. Through the use of illustrations the child is marked in his Social Development, Creative Expression, Health and Safety and Signs of Readiness.

The code is:

W - your child is doing well

S - some of the time

N - not yet



Signs of Readiness

Jan.	June

I have a keen interest in all readiness activities.

Jan.	June

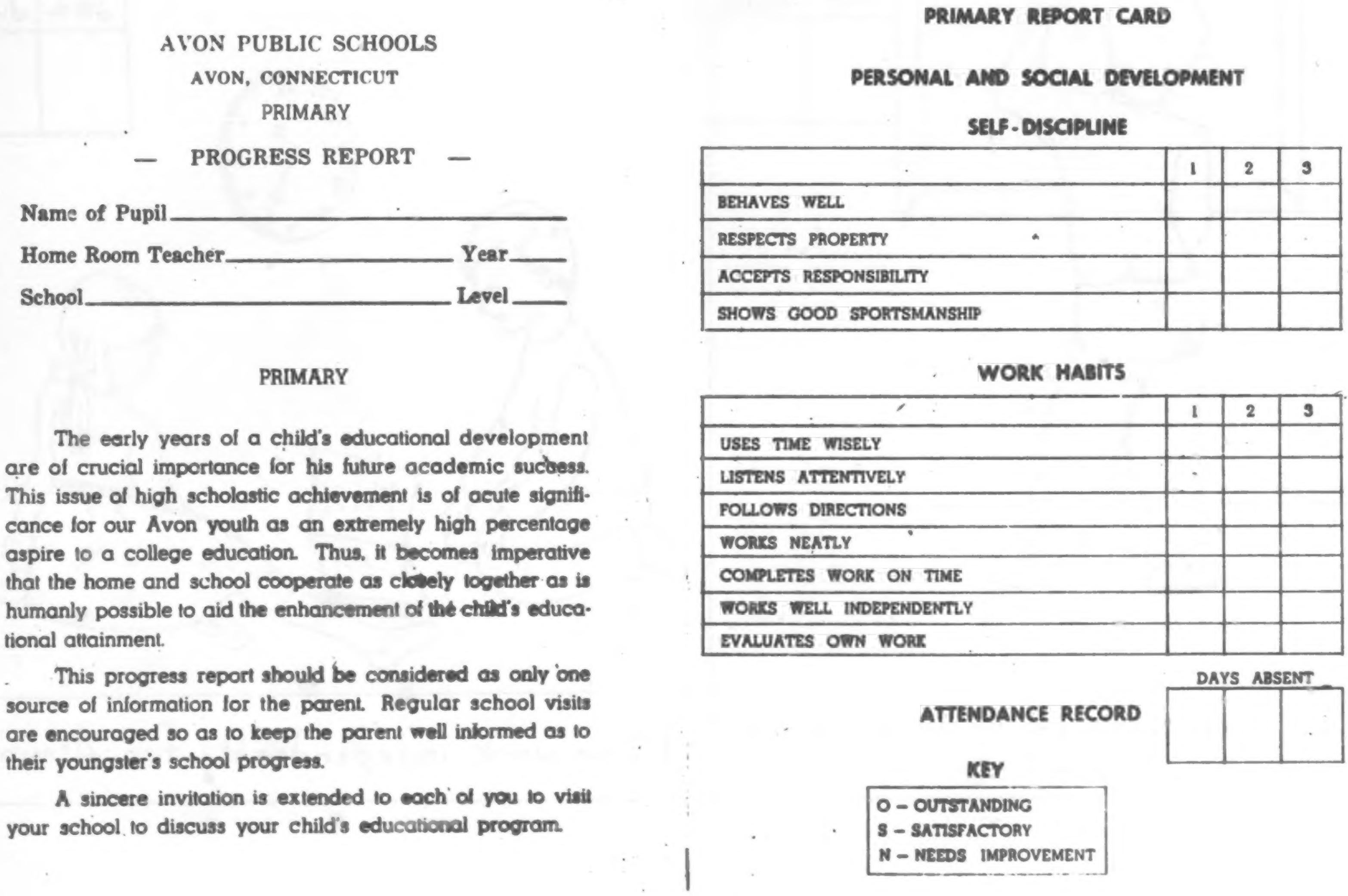
I can work independently for 20 min.

PRIMARY REPORTING

Progress reports for Levels II - XII are issued at the end of the 60th, 120th and 180th days of the school year. At the end of the school year a level assignment for September is issued to each child. The parents are informed of a level change whenever it occurs during the school year.

The reports are not the traditional multiple letter grades. They are numerals which indicates the child's growth in personal and social development, in learning basic skills and knowledge. The following key is presently being employed in the nongraded program of the Avon Schools:

1. Has made excellent progress
2. Has made better than average progress
3. Has made average progress
4. Has progressed slowly
5. Has made little or no progress



AVON PUBLIC SCHOOLS
AVON, CONNECTICUT
PRIMARY

— PROGRESS REPORT —

Name of Pupil ____________________

Home Room Teacher ________________ Year ____

School ____________________ Level ____

PRIMARY

The early years of a child's educational development are of crucial importance for his future academic success. This issue of high scholastic achievement is of acute significance for our Avon youth as an extremely high percentage aspire to a college education. Thus, it becomes imperative that the home and school cooperate as closely together as is humanly possible to aid the enhancement of the child's educational attainment.

This progress report should be considered as only one source of information for the parent. Regular school visits are encouraged so as to keep the parent well informed as to their youngster's school progress.

A sincere invitation is extended to each of you to visit your school to discuss your child's educational program.

PRIMARY REPORT CARD

PERSONAL AND SOCIAL DEVELOPMENT

SELF-DISCIPLINE

	1	2	3
BEHAVES WELL			
RESPECTS PROPERTY			
ACCEPTS RESPONSIBILITY			
SHOWS GOOD SPORTSMANSHIP			

WORK HABITS

	1	2	3
USES TIME WISELY			
LISTENS ATTENTIVELY			
FOLLOWS DIRECTIONS			
WORKS NEATLY			
COMPLETES WORK ON TIME			
WORKS WELL INDEPENDENTLY			
EVALUATES OWN WORK			

ATTENDANCE RECORD

	DAYS ABSENT	

KEY

O – OUTSTANDING
S – SATISFACTORY
N – NEEDS IMPROVEMENT

ACADEMIC AREA

	1	2	3
ARITHMETIC			
UNDERSTANDS AND USES VOCABULARY			
UNDERSTANDS AND USES NUMBER CONCEPTS			
NUMBER FACTS FOR LEVEL			
A. ADDITION			
B. SUBTRACTION			
C. MULTIPLICATION			
D. DIVISION			
REASONS WELL IN SOLVING WORD PROBLEMS			
GENERAL EFFORT			
SCIENCE			
UNDERSTANDS BASIC CONCEPTS			
GENERAL EFFORT			
SOCIAL STUDIES			
UNDERSTANDS BASIC CONCEPTS			
GENERAL EFFORT			

	1	2	3
READING			
READS WITH UNDERSTANDING			
IS LEARNING NEEDED READING SKILLS			
READS WELL ORALLY			
READS INDEPENDENTLY FOR PLEASURE			
READS INDEPENDENTLY FOR INFORMATION			
GENERAL EFFORT			
LANGUAGE			
SPEAKS CLEARLY AND CORRECTLY			
USES WORDS CORRECTLY (WRITTEN)			
SPELLS ASSIGNED WORDS CORRECTLY			
SPELLS CORRECTLY IN WRITTEN WORK			
PENMANSHIP (NEATNESS AND GOOD FORM IN ALL WRITTEN WORK)			
GENERAL EFFORT			

KEY

1. HAS MADE EXCELLENT PROGRESS.
2. HAS MADE BETTER THAN AVERAGE PROGRESS.
3. HAS MADE AVERAGE PROGRESS.
4. HAS PROGRESSED SLOWLY.
5. HAS MADE LITTLE OR NO PROGRESS.

KEY

1. HAS MADE EXCELLENT PROGRESS.
2. HAS MADE BETTER THAN AVERAGE PROGRESS.
3. HAS MADE AVERAGE PROGRESS.
4. HAS PROGRESSED SLOWLY.
5. HAS MADE LITTLE OR NO PROGRESS.

LEVEL ASSIGNMENT – ARITHMETIC

LEVEL	TEACHER	DATE ENTERED	DATE COMPLETED

LEVEL ASSIGNMENT – READING

LEVEL	TEACHER	DATE ENTERED	DATE COMPLETED

TEACHER COMMENT:

1st

2nd

3rd

PARENT COMMENT AND SIGNATURE

1st

2nd

3rd

INTERMEDIATE REPORTING

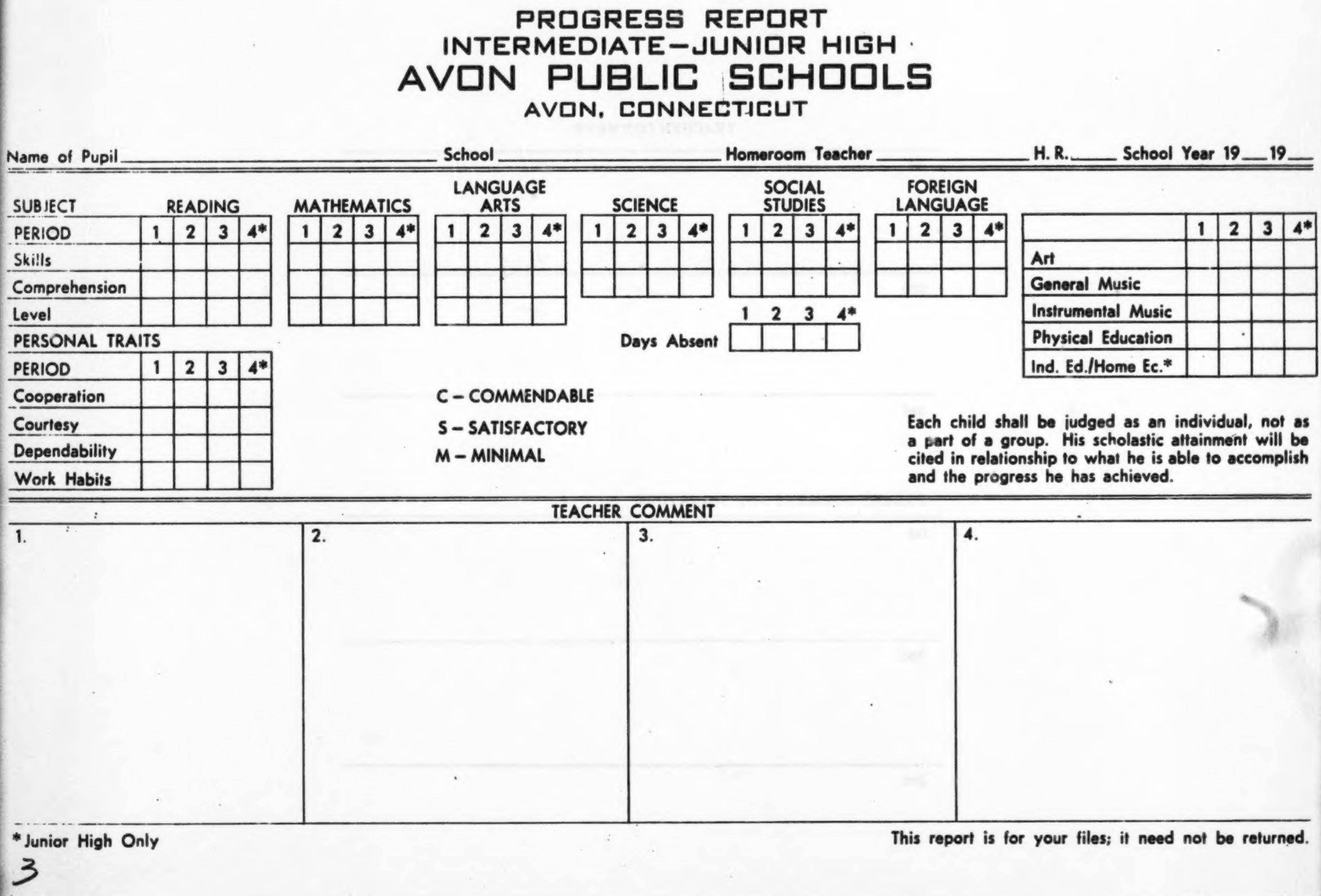
The basic concept of the intermediate report card is that each child shall be judged as an individual, not as part of a group. His scholastic attainment will be cited in relationship to what he is able to accomplish and the progress he has achieved.

Key for academic progress:

Commendable: The student is progressing to the best of his ability.

Satisfactory: The student is progressing at a reasonable rate based on his ability.

Minimal: The student is making very little progress based on his ability.



PROGRESS REPORT
INTERMEDIATE—JUNIOR HIGH
AVON PUBLIC SCHOOLS
AVON, CONNECTICUT

Name of Pupil ____________ School ____________ Homeroom Teacher ____________ H. R. ____ School Year 19 ___ 19 ___

SUBJECT	READING				MATHEMATICS				LANGUAGE ARTS				SCIENCE				SOCIAL STUDIES				FOREIGN LANGUAGE			
PERIOD	1	2	3	4*	1	2	3	4*	1	2	3	4*	1	2	3	4*	1	2	3	4*	1	2	3	4*
Skills																								
Comprehension																								
Level																								

	1	2	3	4*
Art				
General Music				
Instrumental Music				
Physical Education				
Ind. Ed./Home Ec.*				

	1	2	3	4*
Days Absent				

PERSONAL TRAITS				
PERIOD	1	2	3	4*
Cooperation				
Courtesy				
Dependability				
Work Habits				

C – COMMENDABLE
S – SATISFACTORY
M – MINIMAL

Each child shall be judged as an individual, not as a part of a group. His scholastic attainment will be cited in relationship to what he is able to accomplish and the progress he has achieved.

TEACHER COMMENT

1.	2.	3.	4.

*Junior High Only

This report is for your files; it need not be returned.

3

TRANSFER OF STUDENTS TO OTHER SCHOOLS

The following letter has been designed and is sent with each child when the child transfers from the Avon school system to another school system.

The reading levels are shown with an equivalent grade level to assist any school system with the proper placement of the children that have attended our schools.

AVON PUBLIC SCHOOLS
AVON, CONNECTICUT

Date ____________________

Dear Sir:

In connection with the transfer of _________________________.

In the Avon School system there is presently in operation a Nongraded Program. Throughout the years of school, a pupil is placed on a level according to his reading and mathematics ability and achievement. We have levels in our program representing grades Kindergarten through 8.

READING GINN BASIC READER	EQUIVALENT GRADE	MATHEMATICS MULTI-TEXT
Level 1	K	Level 1
Levels 2-5	1	Levels 2-5
Levels 6-8	2	Levels 6-8
Levels 9-12	3	Levels 9-12
Levels 13-15	4	Levels 13-17
Levels 16-18	5	Levels 18-21
Levels 19-21	6	Levels 22-26
Levels 22a-22b	7	Levels 27-31
Levels 23a-23b	8	Levels 32-36

When transferred, this pupil was reading on level __________, and in mathematics was working on level __________. We hope that the above information will help you to place accurately this pupil in your school.

If we may be of any further assistance to you in proper placement, please let us know.

Sincerely yours,

Principal

SUMMARY

Reading

This organizational pattern, with its many innovations, is a sincere attempt to improve upon a structure which many educators have deemed inadequate in fulfilling some aspects of a well-rounded reading education.

This is not to say that the traditional self-contained classroom, based on a graded structure, is completely inadequate. Definite improvement, however, can be made by means of an organizational regrouping to better suit the individual needs of each child. Continuous progress for every child, sound development of social and emotional patterns of child growth, and enrichment of the curriculum are an integral part of this reorganization.

It is hoped that, in this curriculum, reading will be taught to all students, at the pace that they can learn, and that a continuing advancement to new material will enable all students to achieve in reading to the best of their abilities.

GLOSSARY

Reading

affix - suffix and/or prefix

consonant digraph - a combination of two letters which when pronounced results in one speech sound. This sound is neither a blend of the two letters not the characteristic sound of either.

diagnostic teaching - grouping and regrouping, teaching and reteaching on the basis of continuous evaluation.

diphthongs - two adjacent vowels, each of which is sounded.

inflectional endings - endings to root words (s, ed, ing).

levels - a block of related skills taught concomitantly.

metaphor - the application of a word or phrase to an object or concept which it does not literally denote, in order to suggest comparison with another object or concept.

phonogram - word families such as "ill", "am", "ick".

pitch contour - changing accents in the identification of nouns and verbs, i.e. con' tract - con tract', ob' ject - ob ject'.

readiness - the point at which learning can take place with success at any given level.

reliability - the dependability, accurateness, and honesty of a source.

simile - a figure of speech in which two unlike things are explicitly compared.

scanning - rapid reading when looking for specific details.

skimming - rapid reading for main ideas and general impression.

validity - the acceptability of a material to reason or judgment because it is grounded on fact or sound principles, or in accordance with recognized criteria.

vowel digraph - two adjacent vowels which stand for a single sound.